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ABSTRACT

The purpose of this guidebook is to clarify why policymakers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and services and to offer some guidance on how to go about doing so. Section 1 deals with the need to restructure support services and offers ideas for new directions. Throughout, the emphasis is on reframing how schools think about addressing barriers to learning and on systemic reforms for establishing comprehensive, multifaceted approaches to ameliorate problems. Section 2 discusses how to restructure such programs effectively and then scale them up. Eight appendixes expand on key matters and contain tools to aid those who undertake the proposed reforms, including a list of potential funding sources. (Contains approximately 175 references.) (SLD)

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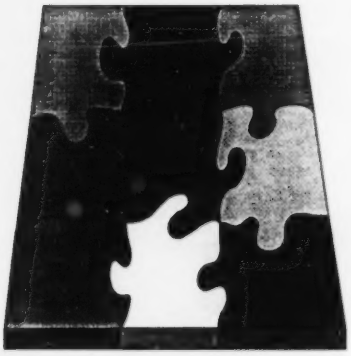
Center
and Technical Assistance

Guidebook

New Directions in Enhancing Educational Results:

Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning



*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.

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UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: ***To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.***

Through collaboration, the center will

- **enhance practitioner roles, functions and competence**
- **interface with systemic reform movements to strengthen mental health in schools**
- **assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools**

Consultation Cadre ***Clearinghouse***

Newsletter ***National & Regional Meetings***

Electronic Networking

Guidebooks ***Policy Analyses***

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*In 1996, two national training and technical assistance centers focused on mental health in schools were established with partial support from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. As indicated, one center is located at UCLA; the other is at the University of Maryland at Baltimore and can be contacted toll free at 1-(888) 706-0980.

What is the Center's Clearinghouse?

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; and available for searching from our website.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units*. These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

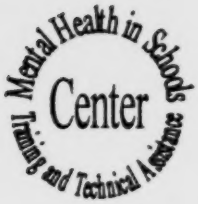
Accessing the Clearinghouse

- E-mail us at **smhp@ucla.edu**
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools, Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site
http://smhp.psych.ucla.edu

All materials from the Center's Clearinghouse are available for order for a minimal fee to cover the cost of copying, handling, and postage. Most materials are available for free downloading from our website.

If yo know of something we should have in the clearinghouse, let us know.



The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

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New Directions in Enhancing Educational Results:

Policymakers' Guide to Restructuring Student Support Resources to Better Address Barriers to Learning

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New Directions in Enhancing Educational Results:

Policymakers' Guide to Restructuring Student Support Resources to Better Address Barriers to Learning

Executive Summary

In many schools, the educational mission is thwarted because of many factors that interfere with youngsters' learning and performance. It is for this reason that schools invest in education support programs and services. Given that the investment is substantial, it is somewhat surprising how little attention educational policymakers and reformers give to rethinking this arena of school activity.

Why Restructure Student Support Resources?

Ultimately, there must be a focus on restructuring all school and community resources that aim at countering youngsters' learning, behavior, emotional, and health problems. From a practical perspective, restructuring the work of school-owned student support services and programs is the key to enhancing educational results. Therefore, much of the discussion in this guide is built around enhancing school reform policies and their relationship to initiatives to link community services to school sites.

The purpose of this guidebook is to (a) clarify why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and services and (b) offer some guidance on how to go about doing so. The guidebook is divided into two major sections. *Section I* deals with the question: Why restructure support services? and offers ideas for new directions. Throughout, the emphasis is on reframing how schools' think about addressing barriers to learning and on systemic reforms for establishing comprehensive, multifaceted approaches to ameliorate problems. *Section II* discusses how to effectively restructure and scale-up such approaches. The guide also includes appended materials that expand on key matters and offer tools to aid those who undertake the proposed reforms.

As background for discussing new directions, Section I begins by briefly looking at current practice, with an emphasis on strengths and weaknesses of school-owned support services and services in the community that are linked to schools. Most school-based and linked services target specific types of problems, such as the need to make schools safe, disciplined, and drug free, the need to do something about youngsters who are failing or who may drop out of school, the need to provide special assistance for students who are diagnosed as exceptional children, the need to reduce teen pregnancy or assist pregnant and parenting minors to complete their education, and on and on. Such services have the potential to make things better for youngsters, their families, schools, neighborhoods, and society in general. However, this potential is undercut by serious shortcomings in prevailing policy and practice related to both arenas of activity. To be specific:

Current models can't provide for the many in need

- In current practice, school-owned education supports tend to overemphasize use of individual and small group interventions and underemphasize school-wide approaches and community partner-ships. Thus, specialists only are able to assist a small proportion of the large number of youngsters in poor urban and rural schools who are experiencing barriers to learning.

  With so many youngsters experiencing problems, schools should be adopting new models that use support personnel and resources more effectively. Unfortunately, despite all the emphasis on school reform, this has not happened. Policy and practice related to school owned support services have gone relatively unchanged throughout the recent reform era. This might not be much of a problem if current school reforms effectively addressed barriers to learning and teaching. They do not. School policymakers must quickly move to embrace new school-wide and community-oriented models for dealing with factors that interfere with learning and performance. Then, schools must restructure use of existing education support personnel and resources in ways that ensure the new models are carried out effectively.

Co-located services are sparse and often do not connect with school-owned programs

- Because school-owned support services are unable to meet a school's needs when large numbers of youngsters are not doing well, there has been a tendency for some advocates to espouse school-linked services as a strategy to solve the problem. Co-locating community services on campuses can provide increased access. However, given how sparse such services are in poor communities, it is clear that this approach can benefit only a relatively few youngsters at a few schools.

  Moreover, in co-locating services, community agencies often do not take adequate steps to integrate with existing school programs. This results in a "parallel play" approach to providing services at school sites that generates a new form of intervention fragmentation. Even worse, in the long run the emphasis on school-linked services may reduce the total pool of resources by encouraging use of contracted services *in place of* school-owned services.

Efforts to Address Barriers to Learning are Marginalized

Underlying the shortcomings of current approaches and the problems of service fragmentation and access is an even more fundamental problem: the degree to which efforts to address barriers to learning are *marginalized* in policy and daily practice.

School reform initiatives primarily stress higher standards, higher expectations, assessment, better instruction, waivers, accountability, and no excuses. The irony is that it is widely recognized that these are insufficient considerations when a school has a large number of poorly performing youngsters . Some school reformers, albeit usually in passing, do cite the potential value of integrated health and social services and school-based centers. Nevertheless, in many districts, a school-by-school analysis will show most sites continue to have difficulty assisting more than a relatively small proportion of students. And, little serious attention is given to clarifying what is really necessary for addressing the various external and internal factors responsible for the majority of problems.

Given the marginalized status, it is not surprising that what most schools offer to address barriers to learning are discrete interventions and time-limited "soft" money projects -- often designed to respond to severe problems and crises. Early-after-onset interventions are rare. Prevention remains an unfulfilled dream. What a school needs is a *comprehensive, multifaceted, and integrated approach for addressing barriers to development, learning, parenting, and teaching.* Yet, almost no thought is given to restructuring current efforts and weaving school- and community-owned resources together to create such an approach. Most "reforms" in this arena do little more than co-locate a few community services at select schools.

As long as efforts to address barriers to learning and teaching are marginalized, reforms to reduce fragmentation and increase access are seriously hampered. Prevailing reforms are likely to produce additional piecemeal approaches, thereby exacerbating the situation. Moreover, the desired impact on learning and performance will not be achieved and desired increases in achievement test score averages will remain elusive.

Restructuring Support Services is Key to Enhancing Educational Results

Policy makers have yet to come to grips with the realities of addressing barriers to learning and teaching. Current initiatives must be rethought, and elevated in policy status so they are on a par with the emphasis on reforming the instructional and management components of schooling. Concentrating on matters such as curriculum and pedagogical reform, standard setting, decentralization, professionalization of teaching, shared decision making, and parent partnerships clearly is necessary but certainly is not sufficient given the nature and scope of barriers that interfere with school learning and performance among a large segment of students. As long as the movement to restructure education primarily emphasizes the instructional and management components, too many students in too many schools will not benefit from the reforms. Thus, the demand for significant improvements in achievement scores will remain unfulfilled.

Clearly, there is a policy void surrounding the topic of restructuring school-operated interventions that address barriers to teaching and learning. Current policy focuses primarily on linking community services to schools and downplays a new role for existing school resources. This perpetuates an orientation that over-emphasizes individually prescribed services and results in fragmented community-school linkages. All this is incompatible with efforts to develop a truly comprehensive, integrated approach to ameliorating problems and enhancing educational results.

Needed:
A Policy Framework for Addressing Barriers to Learning and Teaching

The bottom line is that most schools are devoting relatively little serious attention to restructuring their activity for addressing barriers and do not integrate such activity with school reforms. And, this is likely to remain the case as long as new directions for developing improved approaches continue to be a low priority in both policy and practice. A major problem, then, is how to elevate the level of priority policy makers assign to establishing and maintaining comprehensive, multifaceted, and integrated approaches to addressing barriers to learning and promoting healthy development.

Policy must foster a full continuum of integrated systems to enable learning

Related to this problem is the lack of an *explicit policy framework* outlining the nature of comprehensive approaches. Such a framework must be articulated and pursued as a primary and essential component of the reform agenda at the district level and at each school and must be well-integrated with ongoing strategies to improve instruction and management. It is needed to shape development of a continuum of intervention systems focused on individual, family, and environmental barriers. Such a continuum includes systems of prevention, systems of early intervention to address problems as soon after onset as feasible, and systems of care for those with chronic and severe problems. From this perspective, a policy emphasis on developing these systems and implementing them seamlessly is the key not only to unifying fragmented activity, but to using all available resources in the most productive manner.

Policy also must delineate basic areas for developing school-wide approaches for addressing barriers to learning

As should be clear by this point, developing comprehensive, multifaceted, and integrated approaches requires *more than* outreach to link with community resources (and certainly more than adopting a school-linked services model), *more than* coordinating school-owned services, *more than* coordinating school services with community services, and *more than* creating Family Resource Centers and Full Service Schools. None of these constitute school-wide approaches, and the growing consensus is that school-wide and, indeed, community-wide approaches are essential.

Unfortunately, when it comes to addressing barriers to learning, schools have no guidelines delineating basic areas around which to develop school and community-wide approaches. Thus, it is not surprising that current reforms are not generating potent, multifaceted, integrated approaches.

Expanding the Model for School Reform

Addressing barriers to learning is not a separate agenda from a school's instructional mission. There is no way to avoid the reality that better achievement requires more than good instruction and well-managed schools. Current policy overrelies on a two component model for improving student learning and performance. Policymakers must recognize a third component that enables and supports learning by comprehensively addressing barriers is an essential and fundamental facet of educational reform.

Current policy overrelies on a two component model for improving student learning & performance . . .

When policy and practice are viewed through the lens of principles and concepts related to addressing barriers to learning, it becomes evident how much is missing in current efforts to enable and support learning. The concept of an enabling (or learning support) component provides a critical frame of reference for generating reforms that ensure *all* young people *truly* have the opportunity to learn at school. Recognition of this fact calls for a basic policy shift to move school reform from the dominant, but inadequate, two component model to a three component framework that elevates efforts to address barriers to development, learning, and teaching to a high level of policy focus.

. . . policymakers must move from a two- to a three-component model for school reform

For purposes of illustration, this third component is operationalized in the guide in terms of six interrelated areas encompassing interventions to:

- *enhance classroom-based efforts to enable learning*
- *provide prescribed student and family assistance*
- *respond to and prevent crises*
- *support transitions*
- *increase home involvement in schooling*
- *outreach to develop greater community involvement and support, including recruitment of volunteers.*

What Are the Benefits of Enhancing the Focus on Addressing Barriers to Learning?

As with all school reform, the first and foremost concern is improving student academic performance and achievement. The reality is that the best instructional reforms cannot produce the desired results for a large number of students as long as schools do not have comprehensive approaches for addressing external and internal barriers to learning and teaching. And, it is evident that schools are not developing such approaches because current policy marginalizes and fragments the emphasis on these matters.

Those who already have begun restructuring support services stress that the reforms contribute to

The most fundamental benefits to be accrued from increasing the focus on these concerns are enhanced educational results

- formulation of a major policy framework and specific recommendations for ways to improve district efforts to address barriers to student learning and enhance healthy development
- ongoing monitoring of and pressure for progress related to district reforms for addressing barriers (e.g., early intervention as a key aspect for dealing with the problems of social promotion, expulsion, dropout, and growing numbers referred for special education)
- provision of a morale-boosting open forum for line staff and community to hear about proposed changes, offer ideas, and raise concerns
- connecting community agency resources to the district and sensitizing agency staff to district concerns in ways that contribute to improved networking among all concerned

...and there are other benefits as well

- regular access by board members and district staff, *without fees,* to an array of invaluable expertise from the community to explore how the district should handle complex problems arising from health and welfare reforms and the ways schools should provide learning supports
- expanding the informed cadre of influential advocates supporting district reforms

Getting From Here to There

Efforts to restructure how schools operate require much more than implementing demonstrations at a few sites. Improved approaches are only as good as a school district's ability to develop and institutionalize them at every school. This process often is called diffusion, replication, roll out, or scale-up.

Successful systemic change begins with a model that addresses the complexities of scale-up

In pursuing major systemic restructuring, a complex set of interventions is required. These must be guided by a sophisticated scale-up model that addresses substantive organizational changes at multiple levels. A scale-up model is a tool for systemic change. It addresses the question "How do we get from here to there?" Such a model is used to implement a vision of organizational aims and is oriented toward results.

The vision for *getting from here to there* requires its own framework of steps, the essence of which involves establishing mechanisms to address key phases, tasks, and processes for systemic change. These include creating an infrastructure and operational mechanisms for

- *creating readiness:* enhancing the climate/culture for change;
- *initial implementation:* adapting and phasing-in a prototype with well-designed guidance and support;
- *institutionalization:* ensuring the infrastructure maintains and enhances productive changes;
- *ongoing evolution*: creative renewal.

Restructuring Support Services from the school outward

The focus is first on what is needed at the school-level . . .

From a decentralized perspective and to maintain the focus on evolving a comprehensive continuum of programs/services at *every school site,* it is a good idea to conceive the process of restructuring from the school outward. That is, first the focus is on school level mechanisms related to the component to address barriers to learning and teaching. Then, based on analyses of what is needed to facilitate and enhance school level efforts, mechanisms are conceived that enable groups or "families" of schools to work together to increase efficiency and effectiveness and achieve economies of scale. Then, system-wide mechanisms can be (re)designed to support what each school and family of schools are trying to develop.

. . . then on what families of schools and system-wide resources can do to support each school's approach for addressing barriers to learning and teaching

An infrastructure of organizational and operational mechanisms for a school, multiple school sites, and system-wide are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to (a) arrive at decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. They also call for redeployment of existing resources, as well as finding new ones.

Key steps involved in restructuring and specific mechanisms needed at each level are discussed. At the school level, possible mechanisms include school-based program teams, a site resource coordinating team, a site administrative leader, and a staff lead. For a group of schools working together, the essential mechanism is a multisite resource coordinating council. System-wide the need is for a district leader for the component, a leadership group, and a resource coordinating group. A cadre of "organization facilitators" provide a unique mechanism for facilitating change throughout the system. From a policy perspective, it is recommended that the district's Board establish a standing committee focused specifically on the component to address barriers. Appended discussions expand on key points, and some resource tools also are included to aid those who undertake the reforms.

Awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with limited financial resources, leads to the caution that the type of large-scale restructuring described is not a straightforward sequential process. Rather, the changes emerge in overlapping and spiraling phases:

Introduction

What the best and wisest parent wants for (his/her) own child
that must the community want for all its children.
Any other idea . . . is narrow and unlovely.
John Dewey

Question: *Do schools need to do more to address barriers to learning so all children succeed?*

Obvious answer: *Yes, BUT . . .*

The *Yes* reflects the fact that schools have long recognized that their mission's success requires that they play a role in dealing with factors that interfere with youngsters' learning and performance.

The *BUTs* are . . . *there's too much to do already and too little to do it with . . . . There's never enough money . . . . There's never enough staff to do what needs to be done, never enough space to house all we might want to do, and never enough time.*

These concerns are all real. AND, schools still must find ways to do more and better in order to enhance educational results. Vision and commitment to new directions is essential. Also essential is using existing resources in better ways.

Most learning, behavior, and emotional problems seen in schools stem from situations where (a) *external barriers* are not addressed and (b) *learner differences* that require some degree of personalization by instructional systems are not accounted for. Furthermore, the problems often are exacerbated as youngsters internalize the frustrations of confronting barriers to development and learning and the debilitating effects of performing poorly at school. A relatively small percentage of youngsters, of course, do have disabilities and disorders that can interfere with healthy development and learning, but even these internal problems can be countered if efforts are made to mobilize assets/strengths/protective factors.

The litany of barriers facing children and adolescents is all too familiar to anyone who lives or works in communities where families struggle with low income. In such neighborhoods, school and community resources often are insufficient to the task of providing the type of basic (never mind enrichment) opportunities found in higher income communities. Furthermore, the resources are inadequate for dealing with such threats to well-being and learning as gangs, violence, and drugs. In many of these settings, inadequate attention to addressing restricted opportunities associated with poverty, difficult and diverse family circumstances, language and cultural considerations, violent neighborhoods, high rates of mobility, and inadequate health care creates additional barriers not only to learning but to efforts to involve families in youngsters' schooling. Moreover, no school is exempt from learning, behavior, and emotional problems caused by classroom programs that are not well-designed to account for individual differences in student motivation and capability.

How many are affected? Estimates vary, and the proportions differ with respect to a school's demographics. Harold Hodgkinson, director of the Center for Demographic Policy, estimates that 40% of young people are in "very bad educational shape" and "at risk of failing to fulfill their physical and mental promise." Societal inequities obviously affect the proportions affected by external barriers. The reality for many large urban and poor rural schools is that over 50% of their students manifest learning, behavior, emotional, and physical health problems. Fortunately, relatively few youngsters have severe and pervasive problems. Too many, however, are manifesting moderate and multiple problems (e.g., behavior problems, underachievement, emotional upset, substance abuse).

One major way schools have attempted to play a role in addressing youngsters' problems is through providing education support programs and services. A portion of these commonly are referred to as pupil "support" services and are the province of specialists such as school counselors, psychologist, social workers, school nurses, and others. Others services are offered as part of categorical programs for compensatory and special education and safe and drug free schools and various other specially funded projects. From the perspective of the school's mission, all this activity is necessary because of its potential for enhancing educational results.

The purpose of this guidebook is to

- clarify why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and services
- offer some guidance on how to go about doing so.

Ultimately, the focus should be on restructuring all school and communityresources that aim at countering youngsters' learning, behavior, emotional, and health problems. From a practical perspective, restructuring the work of pupil support service specialists probably is a good place to start. Therefore, much of the discussion in this guide is built around the school-owned support services provided by these professionals and their relationship to initiatives for school-linked services.

This guidebook is divided into two major sections. The first deals with the question: Why restructure support services? In addition to discussing the need, ideas for new directions are outlined. The emphasis is on reframing how schools' think about addressing barriers to learning with a view to systemic reforms aimed at establishing comprehensive, multifaceted approaches. The second section discusses how to go about the process of restructuring so that such approaches are developed effectively. The guide also includes several appendices to expand on key matters and a section containing some tools to aid those who undertake the proposed reforms.

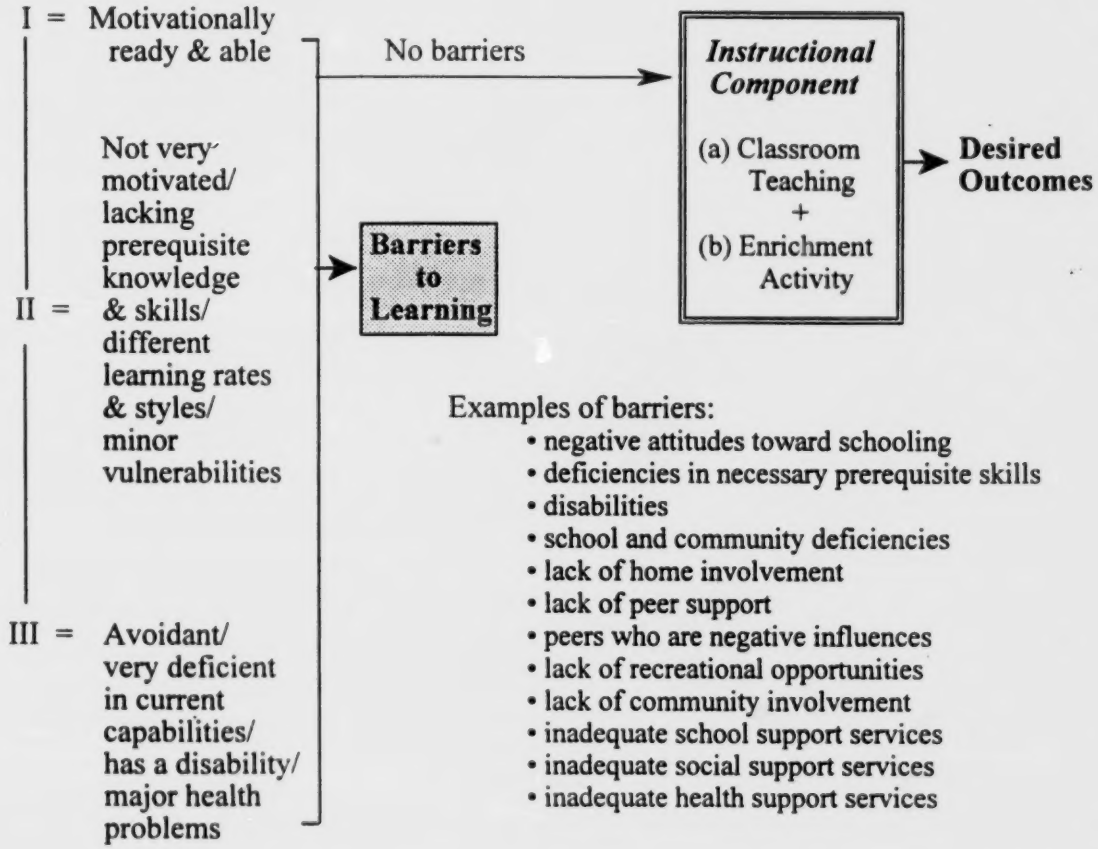
Question: *Is it worth the effort to pursue the difficulties invovled in doing all this restructuring?*

To do otherwise is to maintain a very unsatisfactory status quo.

A guidebook is not a blueprint.
It is more like an architect's notes and sketches.
Use it flexibly and in ways that respond to the unique characteristics of your settings and stakeholders.

Barriers to Learning*

Range of Learners
(categorized in terms of their response to academic instruction)


I = Motivationally ready & able
No barriers
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
II =
Barriers to Learning
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems

Examples of barriers:

- negative attitudes toward schooling
- deficiencies in necessary prerequisite skills
- disabilities
- school and community deficiencies
- lack of home involvement
- lack of peer support
- peers who are negative influences
- lack of recreational opportunities
- lack of community involvement
- inadequate school support services
- inadequate social support services
- inadequate health support services

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*Although a few youngster start out with internal problems and many others internalize negative experiences, there can be little doubt that external factors are primarily responsible for the majority of learning, behavior, and emotional problems encountered in schools.

Why Restructure Student Support Resources?

Schools invest in education support programs and services because they recognize their mission's success requires that they play a role in countering factors that interfere with youngsters' learning and performance. Given the considerable investment in such activity, it is somewhat surprising how little attention policymakers and school reformers give to rethinking ways to enhance the impact of these resources. As background for discussing new directions, it is useful to begin with a brief look at current practice.

School-Owned Support Services

In large school districts, one finds an extensive range of activities oriented to youngsters' problems. Some are provided throughout a district, others are carried out at or linked to targeted schools. The interventions may be offered to all students in a school, to those in specified grades, or to those identified as "at risk." The activities may be implemented in regular or special education classrooms or as "pull out" programs and may be designed for an entire class, groups, or individuals. It is common knowledge, however, that few schools come close to having enough resources to deal with the large numbers in need. Most schools offer only bare essentials, and all schools tend to marginalize such activity and carry it out in a fragmented manner.

Specialists and their functions

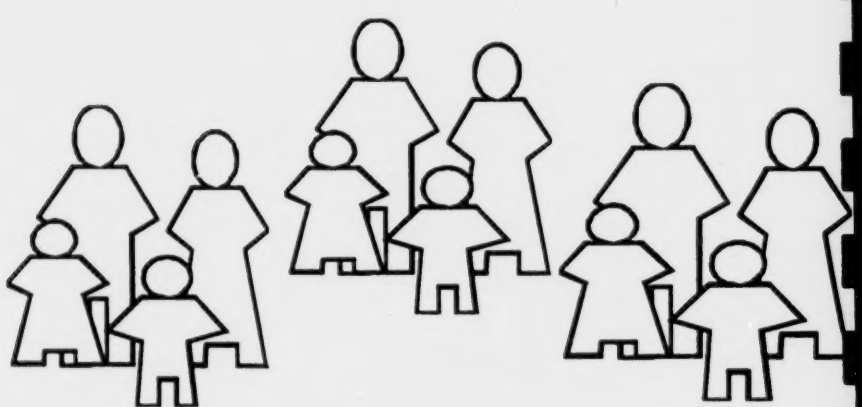
School districts use a variety of personnel to play a role in addressing the problems of youth and their families. These may include "pupil service" or "support service" specialists such as psychologists, counselors, social workers, school nurses, psychiatrists, and psychiatric nurses, as well as a variety of related therapists (e.g., art, dance, music, occupational, physical, speech, language-hearing, and recreation therapists). In addition to responding to crises, such specialists may identify the needs of targeted individuals, prescribe one or more interventions, offer brief consultation, and implement gatekeeping procedures (such as referral for assessment, corrective services, triage, and diagnosis). In some situations, however, resources are so limited that specialists can do little more than assess for special education eligibility, offer brief consultations, and make referrals to special education and/or community resources. In general, their many functions can be grouped into three categories

- direct services and instruction
- coordination, development, and leadership related to programs, services, resources, and systems
- enhancement of connections with community resources.

Federal and state mandates play a significant role in determining how many support service specialists are employed. The ratio of staff to youngsters is quite large. For example, the ratio for school psychologists or school social workers averages 1 to 2500 students; for school counselors, the ratio is about 1 to 1000. Given estimates that more than half the students in many schools are encountering major barriers that interfere with their functioning, such ratios inevitably mean that more than narrow-band approaches must be used if the majority are to receive the help they need. Nevertheless, the prevailing orientation remains that of focusing on discrete problems and overrelying on specialized services for individuals and small groups.

Others who can help

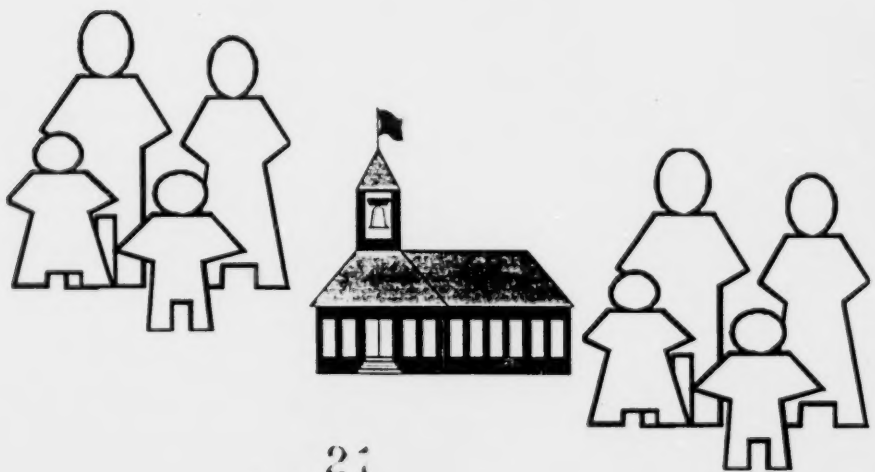
Because the need is so great, many other staff at a school may also be called upon to play a role in addressing the problems of youth and their families. These include instructional professionals (health educators, other classroom teachers, special education staff, resource staff), administrative staff (principals, assistant principals), students (including trained peer counselors), family members, and almost everyone else involved with a school (aides, clerical and cafeteria staff, custodians, bus drivers, para-professionals, recreation personnel, volunteers, and professionals-in-training). In addition, as discussed below, some schools are using specialists employed by other public and private agencies, such as health departments, hospitals, and community-based organizations, to provide services to students, their families, and school staff.



School-Linked Services

In recent years, "support services" at some school sites have included more than the ones school systems own and operate. Initiatives to restructure *community* health and social services have given rise to the idea of co-locating some services at school sites. Because these initiatives are referred to as "school-linked services," they are sometimes thought of as being part of the school reform movement. Mostly, however, they are not. The idea of establishing school-linked services stems from efforts of community agencies to improve their access to youngsters and their families by co-locating services at school sites as much as is feasible. A by-product has been to encourage schools to reach out for whatever benefits can be accrued from the community agency reforms.

Additional aspects of initiatives to reform health and social services are seen in calls for enhanced *collaboration* within and among agencies and greater *integration* of services. Across the country efforts are underway to improve collaboration within schools, among schools, between schools and community agencies, and among agencies at local, state, and federal levels. The objectives are to enhance immediate cooperation and coordination and eventually increase integrated use of resources. In this context, concepts such as one-stop shopping, Family Resource Centers, and Full Service Schools have emerged. The hope is that such efforts will improve use of limited resources by countering fragmentation and reducing redundancy, and waste produced by piecemeal, categorically funded approaches, such as those created specifically to reduce substance abuse, violence, school dropouts and expulsions, delinquency, teen pregnancy, and so forth. Another implicit hope is that collaboration will lead to *comprehensive services* which, in turn, will produce better intervention results.



Shortcomings of School-Owned & Linked Services

Services based or linked to schools have the potential to make things better for youngsters, their families, schools, neighborhoods, and society in general. However, this potential is undercut by serious shortcomings in prevailing policy and practice related to both arenas of activity. To be specific:

Current models can't provide for the many in need

- In current practice, school-owned education supports tend to overemphasize use of individual and small group interventions and underemphasize school-wide approaches and community partnerships. Thus, specialists only are able to assist a small proportion of the large number of youngsters in poor urban and rural schools who are experiencing barriers to learning.

  One solution to the problem of numbers would be simply to hire more specialists. However, even if they were inclined to do so, school districts cannot afford to employ that many more support professionals.

  With so many youngsters experiencing problems, schools should be adopting new models that use support personnel and resources more effectively. Unfortunately, despite all the emphasis on school reform, this has not happened. Policy and practice related to school owned support services have gone relatively unchanged throughout the recent reform era. This might not be much of a problem if current school reforms effectively addressed barriers to learning and teaching. They do not. School reformers must quickly move to embrace new school-wide and community-oriented models for dealing with factors that interfere with learning and performance. Then, they must restructure use of existing education support personnel and resources in ways that ensure the new models are carried out effectively.

- Because school-owned support services are unable to meet a school's needs when large numbers of youngsters are not doing well, there has been a tendency for some advocates to espouse school-linked services as a strategy to solve the problem. Co-locating community services on campuses can provide increased access. However, given how sparse such services are in poor communities, it is clear that this approach can benefit only a relatively few youngsters at a few schools.

  Co-located services often do not connect with school-owned programs

  Moreover, in co-locating services, community agencies often do not take adequate steps to integrate with existing school programs. This results in a "parallel play" approach to providing services at school sites that generates a new form of intervention fragmentation. Even worse, in the long run the emphasis on school-linked services may reduce the total pool of resources by encouraging use of contracted services *in place of* school-owned services.

Efforts to address barriers to learning are marginalized

Underlying the shortcomings of current approaches and the problems of service fragmentation and access is an even more fundamental problem: the degree to which efforts to address barriers to learning are *marginalized* in policy and daily practice. This point is underscored by the fact that school districts and school sites are paying little attention to restructuring the education support programs and services that schools own and operate. Current "reforms" do little more than co-locate a few community health and human services at select school sites.

School reform initiatives primarily stress higher standards, higher expectations, assessment, better instruction, waivers, accountability, and no excuses. The irony is that it is widely recognized that these are insufficient considerations when a school has a large number of poorly performing youngsters. Some school reformers, albeit usually in passing, do also cite the potential value of integrated health and social services and school-based centers. Nevertheless, in many districts, a school-by-school analysis will show most sites continue to have difficulty assisting more than a relatively small proportion of students who manifest problems. And, little serious attention is given to clarifying what is really necessary for addressing the various external and internal factors responsible for the majority of learning, behavior, and emotional problems encountered by school staff each day.

There is ample evidence of how marginalized education supports are. The neglect is seen in (a) the lack of mapping, analyses, and rethinking related to resources used in addressing barriers, (b) the lack of attention given to activity to address barriers to learning in consolidated plans and program quality reviews, (c) the token way the matter is dealt with in inservice education agendas for administrative and line staff; and on and on. Given the marginalized status, it is not surprising that what most schools offer to address barriers to learning are discrete interventions and time-limited "soft" money projects -- often designed to respond to severe problems and crises. Early-after-onset interventions are rare. Prevention remains an unfulfilled dream.

What a school needs is a *comprehensive, multifaceted, and integrated approach for addressing barriers to development, learning, parenting, and teaching.* Yet, almost no thought is given to restructuring current efforts and weaving school- and community-owned resources together to create such an approach.

As long as considerations to address barriers to learning and teaching are marginalized, reforms to reduce fragmentation and increase access are seriously hampered. Moreover, the desired impact on the learning and performance of large numbers of youngsters will not be achieved and desired increases in achievement test score averages will remain elusive.

The Data Tell Us Support Programs are Essential and Can Work, But . . .

We all know that public schools are under constant attack because of poor student achievement. We know that some educational reforms are promising but, in some settings, appear not to be sufficient in raising achievement test scores. As new ideas emerge for doing the job better, school policy makers and practitioners are caught in a conundrum. They must do something more, but they don't have the money or time to do all that is recommended by various experts.

A nice way out of the conundrum would be a policy of only adopting proven practices. The problem is that too many potentially important reforms have not yet been tried. This is especially the case with ideas related to comprehensive systemic restructuring. And so asking for proof is putting the cart before the horse. The best that can be done is to look at available evidence to see whether or not the data support maintaining the status quo. When looked at through the lens of the mission of schools, the data relevant to this judgment relate to two fundamental concerns: (1) Is there a need for the practices? (2) How effective are they?

With respect to the need for student support services, every school has found a clear need for interventions designed to address various barriers to learning. Currently, most of the efforts are aimed at specific types of problems, such as the need to make schools safe, disciplined, and drug free, the need to do something about youngsters who are failing or who may drop out of school, the need to provide special assistance for students who are diagnosed as exceptional children, the need to reduce teen pregnancy or assist pregnant and parenting minors to complete their education, and on and on. From long-experience, it is clear to policy makers that the school's mission cannot be accomplished without effective education support interventions.

But how effective are current programs? Because of the categorical and fragmented way in which the programs have been implemented, the major source of data come from evaluations of special projects. Reviews of such work stress that many types of education support programs can have positive results.[1] However, because the interventions and evaluations have been extremely limited in nature and scope, so are the results. Comprehesive approaches have not been evaluated, and meta-analyses have been conducted in only a few areas. Moreover, when successful demonstration projects are scaled-up and carried out under the constraints imposed by extremely limited resources, the interventions usually are watered-down, leading to poorer results. In this respect, Schorr's (1997) cogent analysis is worth noting: "If we are to move beyond discovering one isolated success after another, only to abandon it, dilute it, or dismember it before it can reach more than a few, we must identify the forces that make it so hard for a success to survive." She then goes on to suggest the following seven attributes of highly effective programs. (1) They are comprehensive, flexible, responsive, and persevering. (2) They see children in the context of their families. (3) They deal with families as parts of neighborhoods and communities. (4) They have a long-term, preventive orientation, a clear mission, and continue to evolve over time. (5) They are well managed by competent and committed individuals with clearly identifiable skills. (6) Their staffs are trained and supported to provide high-quality, responsive services. (7) They operate in settings that encourage practitioners to build strong relationships based on mutual trust and respect.

Over the last decade, the need to enhance the effectiveness of how barriers to development and learning are addressed have focused mainly on the problem of fragmented services. This concern came to the schools through reforms aimed at enhancing community health and social services, which include a thrust to link some of these services to schools. As the concern has taken root in schools, greater attention has been given to coordination and integration of school-owned services and creating integrated school-community linkages. (See Appendix A for discussion of school-community collaborations.) One logical outgrowth of these trends is to move on to reforms that restructure support activity in ways that create comprehensive, multifaceted approaches at school sites.

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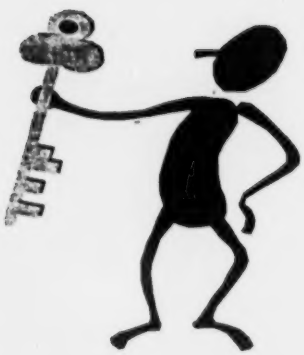
[1]For example, see Allensworth, Wyche, Lawson, & Nicholson (1997), Borders & Drury (1992), Brewer, Hawkins, Catalano, & Neckerman (1995), Carnegie Council on Adolescent Development (1988), Durlak & Wells (1997), Dryfoos (1994, 1998), Gottfredson (1997), Hoagwood & Erwin (1997), Schorr (1988, 1998), SRI (1996), Thomas, & Grimes (1995), U.S. Department of Health and Human Services (1994), U.S. General Accounting Office (1993), Weissberg, Gullotta, Hamptom, Ryan, & Adams (1997).

Restructuring Support Services is Key to Enhancing Educational Results

One of the eight national education goals seeks schools that are free of drugs, alcohol, and violence; another aspires to ensure all children are ready to learn; a third calls for promoting partnerships that will increase parent involvement and participation in promoting the social, emotional, and academic growth of children. Recognition of these matters is welcome. However, in the absence of a unifying model for restructuring education support activity, efforts to meet such goals are likely to produce additional piecemeal approaches thereby exacerbating what already is an overly fragmented enterprise. Policy makers and reform leaders have yet to come to grips with the realities of addressing barriers to learning and teaching and promoting healthy development. Initiatives to restructure education and community health and human services must be rethought.

For those who have studied the matter, it is clear that restructuring support services is a key and essential component in enhancing educational results. As stressed above, initiatives for integrating community services and linking them to school sites represent a useful, but grossly inadequate response for addressing the many complex psychosocial problems interfering with instruction and learning at school. By focusing primarily on community services and downplaying a role for existing school resources, these initiatives help perpetuate an orientation that over-emphasizes individually prescribed services and results in fragmented community-school linkages. This seems incompatible with efforts to develop a truly comprehensive, integrated approach.

A related concern, of course, is that the primary emphasis in *reforming education* continues to be on the instructional and management components of schooling. Thus, attention is paid mostly to matters such as curriculum and pedagogical reform, standard setting, decentralization, professionalization of teaching, shared decision making, and parent partnerships. Concentration on such matters is necessary but certainly not sufficient given the nature and scope of barriers that interfere with school learning and performance among a large segment of students. It seems evident that the prevailing narrow and inadequate educational reform focus is perpetuated by the conceptual and resultant policy void surrounding the topic of restructuring school-operated interventions that address barriers to teaching and learning. As long as the movement to restructure education primarily emphasizes the instructional and management components, too many students in too many schools will not benefit from the reforms. Thus, the demand for significant improvements in achievement scores will remain unfulfilled.



Consistent with restructuring education supports is the view that specialist-oriented activity and training must be *balanced* with a generalist perspective. Emerging trends designed to counter over-specialization include granting waivers from regulatory restrictions and enhancing flexibility in the use of categorical funds. Relatedly, there are proposals and pilot programs focused on cross-disciplinary training and interprofessional education to better equip service professionals to assume expanding roles and functions. These trends recognize underlying commonalities among a variety of student problems and are meant to encourage expanded use of generalist strategies in ameliorating them. Relatedly, the intent is to foster less emphasis on intervention ownership and more attention on accomplishing desired outcomes through flexible roles and functions for staff.

With restructuring comes the opportunity to have pupil support services staff play expanded roles in mapping, analyzing, and redeploying resources. Besides continuing to provide job-specific services, such personnel can become part of teams developing programs to fill major gaps related to addressing barriers to learning. They also can be the backbone of efforts to enhance support activity carried out by others, such as teachers, classified staff, parents, volunteers, peer interveners, and professionals-in-training. For example, at one restructured school, several pupil support services staff are part of a team developing an inservice package for the school's regular classroom teachers that focuses specifically on improving classroom-based efforts to enhance the functioning of students with mild-to-moderate learning, behavior, and emotional problems. When this new teacher capacity building effort is initiated, support service staff will play a role in implementing in-service workshops and in working directly with teachers in their classroom to establish new approaches.

Reform provides both a challenge and an opportunity for all service professionals to play multifaceted roles -- providing services *and much more*. For this to happen, however, steps must be taken to ensure that such staff are not completely consumed by daily caseloads. Education reformers find it essential to restructure teachers time to enable their meaningful participation in reform efforts; obviously, the same accommodations must be made for service personnel. All who work to address barriers to student learning must have the time, continuing education, and opportunity not only to provide direct help but to act as advocates, catalysts, brokers, and facilitators of reform. And, it is emphasized that these additional duties include participation on school, district-wide, and community governance, planning, and evaluation bodies.

Needed: A Policy Framework for Addressing Barriers to Learning and Teaching

The bottom line is that most schools are devoting relatively little serious attention to restructuring their activity for addressing barriers and do not integrate the activity with school reforms. And, this is likely to remain the case as long as new directions that involve developing improved approaches for addressing barriers to learning continue to be a low priority in both policy and practice. A major problem, then, is how to elevate the level of priority policymakers assign to establishing and maintaining comprehensive, multifaceted, and integrated approaches to addressing barriers to learning and promoting healthy development.

Policy must foster a full continuum of integrated systems to enable learning

Related to this problem is the lack of an *explicit policy framework* outlining the nature of comprehensive approaches. Such a framework must be articulated and pursued as a primary and essential component of the reform agenda at the district level and at each school and must be well-integrated with ongoing strategies to improve instruction and management. It is needed to shape development of a continuum of intervention systems focused on individual, family, and environmental barriers. Such a continuum includes systems of prevention, systems of early intervention to address problems as soon after onset as feasible, and systems of care for those with chronic and severe problems (see Appendix B). From this perspective, a policy emphasis on developing these systems and implementing them seamlessly is the key not only to unifying fragmented activity, but to using all available resources in the most productive manner.

Policy also must delineate basic areas for developing school-wide approaches for addressing barriers to learning

As should be clear by this point, developing comprehensive, multifaceted, and integrated approaches requires *more than* outreach to link with community resources (and certainly more than adopting a school-linked services model), *more than* coordinating school-owned services, *more than* coordinating school services with community services, and *more than* creating Family Resource Centers and Full Service Schools. None of these constitute school-wide approaches, and the growing consensus is that school-wide and, indeed, community-wide approaches are essential. Unfortunately, when it comes to addressing barriers to learning, schools have no guidelines delineating basic areas around which to develop school and community-wide approaches. Thus, it is not surprising that current reforms are not generating potent, multifaceted, integrated approaches.

We turn, now, to new directions around which policy and practice can be restructured.

Expanding the Model for School Reform

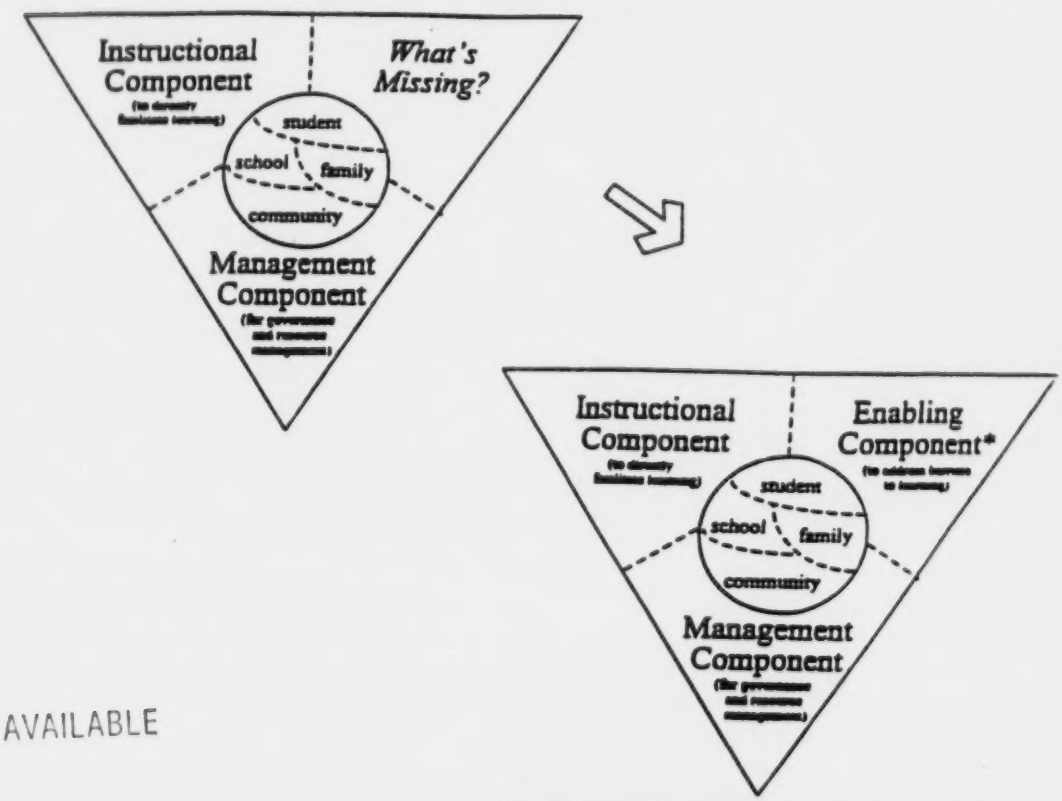
Current policy overrelies on a two component model for improving student learning & performance . . .

Addressing barriers to learning is not a separate agenda from a school's instructional mission. There is no way to avoid the reality that better achievement requires more than good instruction and well-managed schools. Current policy overrelies on a two component model for improving student learning and performance. Policymakers must recognize a third component that enables and supports learning by comprehensively addressing barriers is an essential and fundamental facet of educational reform.

. . . policymakers must move from a two- to a three-component model for school reform

When policy and practice are viewed through the lens of principles and concepts related to addressing barriers to learning, it becomes evident how much is missing in current efforts to enable and support learning (see Appendix C). The concept of an enabling (or learning support) component provides a critical frame of reference for generating reforms that ensure *all* young people *truly* have the opportunity to learn at school. As highlighted in Figure 1, recognition of this fact calls for a basic policy shift to move school reform from the dominant, but inadequate, two component model to a three component framework that elevates efforts to address barriers to development, learning, and teaching to a high level of policy focus.

Figure 1. Moving from a two to a three component model for reform and restructuring.



*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

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The Concept of an Enabling or Learning Support Component

With adoption of the concept of an enabling or learning support component in policy, schools end the marginalization of efforts to address barriers to learning. Such a policy can also help counter fragmentation by providing a unifying term to encase the disparate approaches in use. In this respect, it is noted that the concept encompasses models calling for integrated services and full-service schools and *goes well beyond them* by fully merging with school reform. While some service-dominated models describe themselves as comprehensive, services alone cannot enable learning in ways that are essential to the success of school reform.

A cohesive framework for weaving resources together

Emergence of a cohesive enabling component, of course, requires more than policy reform. It also involves operational restructuring that allows for weaving together what is available at a school, expanding this through integrating school, community, and home resources, and enhancing access to community resources by linking as many as feasible to programs at the school. This involves extensive restructuring of school-owned enabling activity, such as pupil support services and special and compensatory education programs, and doing so in ways that truly integrate the enabling, instructional, and management components. In the process, mechanisms must be developed to coordinate and eventually integrate school-owned enabling activity and school and community-owned resources. These include assets in the home and in the business and faith communities, as well as all available resources for enrichment and recreation. And as clusters of schools work together (e.g., high schools and their middle and elementary feeder schools), they create additional opportunities to integrate and expand resources and achieve economies of scale.

Six basic areas for addressing barriers

In the context of an enabling component, all categorical programs can be integrated, in policy and practice, into a comprehensive component for addressing barriers. Analyses indicate that schools can build such an enabling component by developing programs in six basic areas (see Figure 2 and Exhibit 1; also see the surveys in the resource aids section of this document). Work carried out in the context of school reform indicates that delineation of these six areas can foster comprehensive school-wide approaches.

The usefulness of the concept of an enabling component (often redubbed a Learning Supports component) as a broad unifying focal point for policy and practice is evidenced in its adoption by the Los Angeles Unified School District, the California Department of Education, and by one of the New American School's design teams (see Appendix D). It also is attracting attention in various states and localities around the country as they consider restructuring support services.

Addressing barriers to learning is a necessary precondition if* all *youngsters are to succeed at school.

Figure 2. A model for an enabling component at a school site.

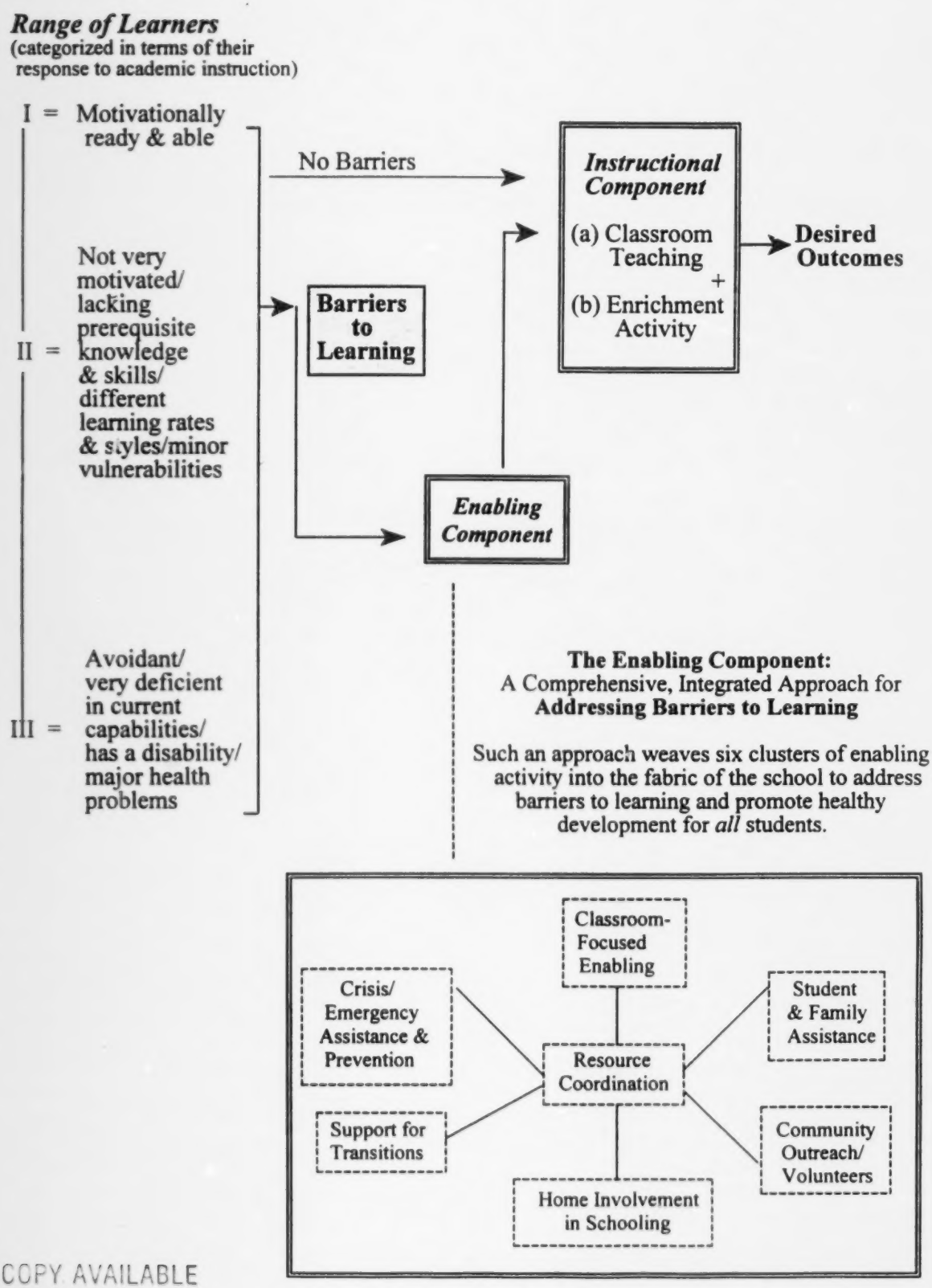
Range of Learners
(categorized in terms of their response to academic instruction)
I = Motivationally ready & able
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/minor vulnerabilities
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
No Barriers
Barriers to Learning
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
Enabling Component
The Enabling Component:
A Comprehensive, Integrated Approach for
Addressing Barriers to Learning
Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for all students.
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Resource Coordination
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling

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Exhibit 1

Six Interrelated Clusters of Enabling Activity

I. ***Classroom Focused Enabling – enhancing classroom-based efforts to enable learning***

When a teacher has difficulty working with a youngster, the first step is to address the problem within the regular classroom and perhaps with added home involvement. The emphasis is on enhancing classroom-based efforts that enable learning by increasing teacher effectiveness for preventing and handling problems. Personalized help is provided to increase a teacher's array of strategies for working with a wider range of individual differences. For example, teachers learn to use volunteers and peer tutoring to enhance social and academic support and to increase their range of accommodative strategies and their ability to teach students compensatory strategies. As appropriate, support *in the classroom* is provided by resource and itinerant teachers and counselors. Work in this area requires (a) programs for personalized professional development, (b) systems to expand resources, (c) programs for temporary out of class help, and (4) programs to develop aides, volunteers, and any others who help in classrooms or who work with teachers to enable learning. Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future. (The classroom curriculum already should encompass a focus on fostering socio-emotional and physical development; such a focus is seen as an essential element in preventing learning, behavior, emotional, and health problems.) Besides enabling learning, two aims of all this work are to increase mainstreaming efficacy and reduce the need for special services by linking with instructional reform to increase student achievement.

II. ***Crisis Assistance and Prevention***

Schools must respond to, minimize the impact of, and prevent crises. This requires (a) systems and programs for emergency/crisis response at a site, throughout a school complex, and community-wide (including a program to ensure follow-up care) and (b) prevention programs for school and community to address school safety and violence reduction, suicide prevention, child abuse prevention and so forth. Desired outcomes of crisis assistance include ensuring immediate emergency and follow-up care is provided so students are able to resume learning without undue delay. Prevention activity outcomes are reflected in indices showing there is a safe and productive environment and that students and their families have the type of attitudes and capacities needed to deal with violence and other threats to safety.

III. ***Support for Transitions***

A variety of transitions concerns confront students and their families. A comprehensive focus on transitions requires planning, developing, and maintaining (a) programs to establish a welcoming and socially supportive school community, especially for new arrivals, (b) counseling and articulation programs to support grade-to-grade and school-to-school transitions, moving to and from special education, going to college, moving to post school living and work, and (c) programs for before and after-school and intersession to enrich learning and provide recreation in a safe environment. Anticipated outcomes are reduced alienation and increased positive attitudes and involvement related to school and various learning activities.

(cont.)

IV. ***Home Involvement in Schooling***

Work in this area includes (a) programs to address specific learning and support needs of adults in the home, such as ESL classes and mutual support groups, (b) programs to help those in the home meet their basic obligations to the student, such as providing them with instruction for parenting and for helping with school-work, (c) systems to improve communication about matters essential to the student and family, (d) programs to enhance the home-school connection and sense of community, (e) interventions to enhance participation in making decisions that are essential to the student's well-being, (f) programs to enhance home support related to the student's basic learning and development, (g) interventions to mobilize those at home to problem solve related to student needs, and (h) intervention to elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a *parent center* (which may be part of a *Family Service Center* facility if one has been established at the site). Outcomes include indices of parent learning, student progress, and community enhancement specifically related to home involvement.

V. ***Community Outreach for Involvement and Support (including a focus on volunteers)***

Outreach to the community is to build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to (1) public and private community agencies, universities, colleges, organizations, and facilities, (2) businesses and professional organizations and groups, and (3) volunteer service programs, organizations, and clubs. Activity includes (a) programs to recruit community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and individuals with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), (b) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors and counselors, and professionals-in-training to provide direct help for staff and students -- especially targeted students), (c) programs outreaching to hard to involve students and families (those who don't come to school regularly -- including truants and dropouts), and (d) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). Outcomes include indices of community participation, student progress, and community enhancement.

VI. ***Student and Family Assistance***

Student and family assistance should be reserved for the relatively few problems that cannot be handled without adding special interventions. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner. Special attention is paid to enhancing systems for triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. Ongoing efforts are made to expand and enhance resources. Work in this area requires (a) programs designed to support classroom focused enabling -- with specific emphasis on reducing the need for teachers to seek special programs and services, (b) a stakeholder information program to clarify available assistance and how to access help, (c) systems to facilitate requests for assistance and strategies to evaluate the requests (including use of strategies designed to reduce the need for special intervention), (d) a programmatic approach for handling referrals, (e) programs providing direct service, (f) programmatic approaches for effective case and resource management, and (g) interface with community outreach to assimilate additional resources into current service delivery. As major outcomes, the intent is to ensure special assistance is provided when necessary and appropriate and that such assistance is effective.

Note about *resource "coordination"* at a school site: Just as a school board needs a mechanism to focus on policy and practice related to addressing barriers to learning and teaching, so does every school. Such a mechanism involves the site administrator and key staff in the tasks of mapping and analyzing resources and transforming them into an effective school-wide enabling (or learning supports) component.

What Are the Benefits of Enhancing the Focus on Addressing Barriers to Learning?

As with all school reform, the first and foremost concern is improving student academic performance and achievement. The reality is that the best instructional reforms cannot produce the desired results for a large number of students as long as schools do not have comprehensive approaches for addressing external and internal barriers to learning and teaching. And, it is evident that schools are not developing such approaches because current policy marginalizes and fragments the emphasis on these matters.

The most fundamental benefits to be accrued from increasing the focus on these concerns are enhanced educational results

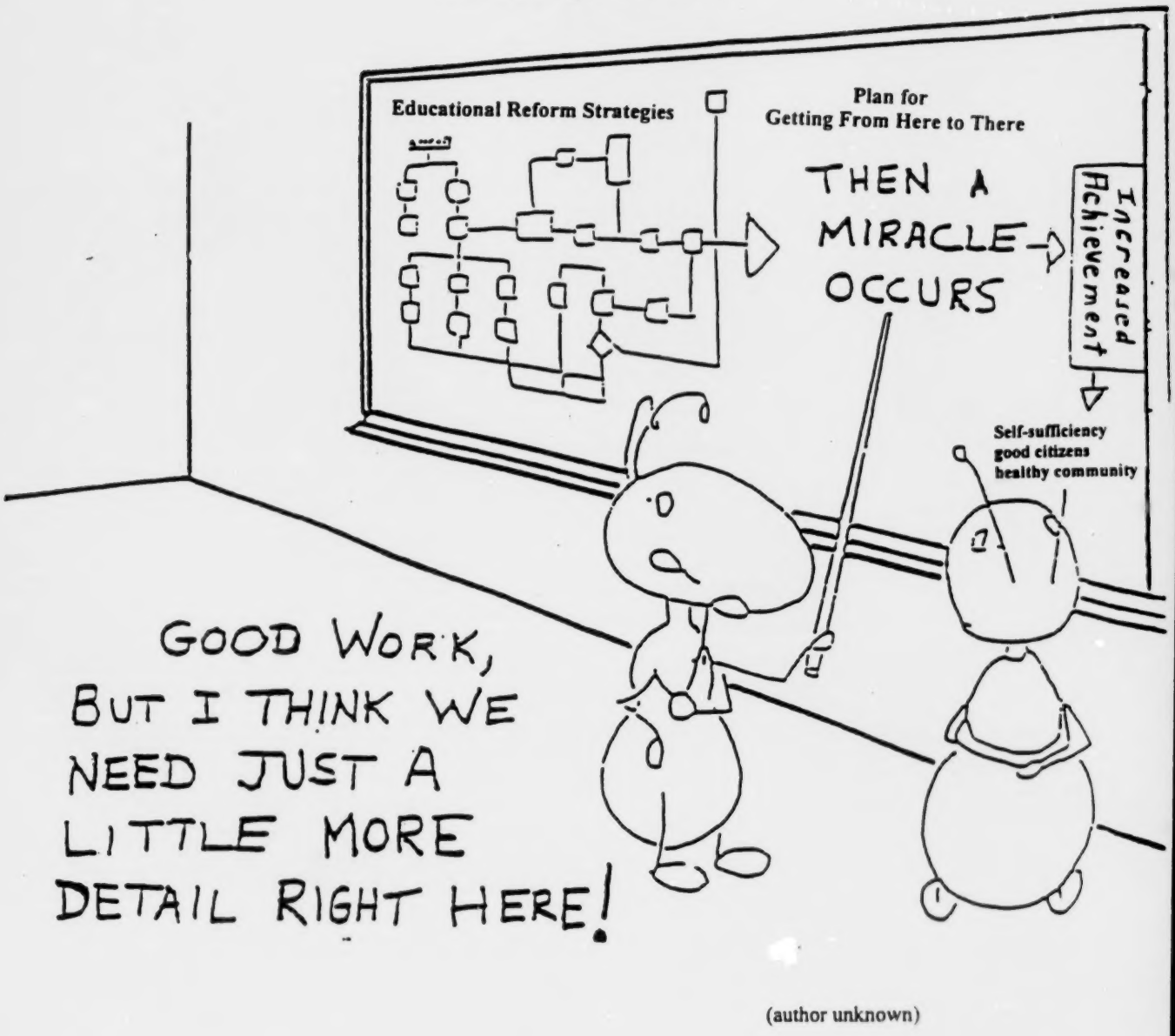
Those who already have begun restructuring support services stress that the reforms contribute to

- formulation of a major policy framework and specific recommendations for ways to improve district efforts to address barriers to student learning and enhance healthy development
- ongoing monitoring of and pressure for progress related to district reforms for addressing barriers (e.g., early intervention as a key aspect for dealing with the problems of social promotion, expulsion, dropout, and growing numbers referred for special education)
- provision of a morale-boosting open forum for line staff and community to hear about proposed changes, offer ideas, and raise concerns
- connecting community agency resources to the district and sensitizing agency staff to district concerns in ways that contribute to improved networking among all concerned

...and there are other benefits as well

- regular access by board members and district staff, *without fees,* to an array of invaluable expertise from the community to explore how the district should handle complex problems arising from health and welfare reforms and the ways schools should provide learning supports
- expanding the informed cadre of influential advocates supporting district reforms

The Change Process



(author unknown)

Obviously, systemic change can't wait for miracles! School boards can play a key role in creating solid plans for both educational reform and how to get from here to there.

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Getting From Here to There

*E*fforts to restructure how schools operate require much more than implementing demonstrations at a few sites. Improved approaches are only as good as a school district's ability to develop and institutionalize them at every school. This process often is called diffusion, replication, roll out, or scale-up.

Much more is involved than implementing demonstration projects

For the most part, education researchers and reformers have paid little attention to the complexities of large-scale diffusion. Furthermore, leadership training has given short shrift to the topic of scale-up. Thus, it is not surprising that proposed systemic changes are not accompanied with the resources necessary to accomplish the prescribed changes throughout a school-district in an effective manner. Common deficiencies include inadequate strategies for creating motivational readiness among a critical mass of stakeholders, especially principals, teachers, and parents, assignment of change agents with relatively little specific training in facilitating large-scale systemic change, and scheduling unrealistically short time frames for building capacity to accomplish desired institutional changes.

In reading the following, think about restructuring support services in terms of evolving a comprehensive, multifaceted, and integrated component to address barriers to learning and teaching (e.g., an enabling or learning support component as described in Part I and Appendix B). The framework for such a component along with the guidelines outlined in Appendix C conveys a vision of the type of comprehensive, multifaceted approach needed at every school site. In organizing such a component, it is the content of each of the basic areas needed to address barriers to learning that guides program planning, implementation, evaluation, personnel development, and stakeholder involvement. The intent is to create a cohesive set of programs and services that is thoroughly integrated with the instructional and management components. Such a component evolves by building a *continuum of programs/services* -- from primary prevention to treatment of chronic problems -- using a *continuum of interveners, advocates*, and *sources of support* (e.g., peers, parents, volunteers, nonprofessional staff, professionals-in-training, professionals). Building such a component requires blending resources. Thus, the emphasis throughout is on *collaboration* -- cooperation, coordination, and, where viable, integration -- among all school and community.

Successful systemic change begins with a model that addresses the complexities of scale-up

In pursuing major systemic restructuring, a complex set of interventions is required. These must be guided by a sophisticated scale-up model that addresses substantive organizational changes at multiple levels. A scale-up model is a tool for systemic change. It addresses the question "How do we get from here to there?" Such a model is used to implement a vision of organizational aims and is oriented toward results.

The vision for *getting from here to there* requires its own framework of steps, the essence of which involves establishing mechanisms to address key phases, tasks, and processes for systemic change. As described in Appendix D, these include creating an infrastructure and operational mechanisms for

- *creating readiness:* enhancing the climate/culture for change;
- *initial implementation:* adapting and phasing-in a prototype with well-designed guidance and support;
- *institutionalization:* ensuring the infrastructure maintains and enhances productive changes;
- *ongoing evolution*: creative renewal.

In the following discussion, we take as given that key mechanisms for implementing systemic changes, as outlined in Appendix D, have been established. These mechanisms are essential when fundamental restructuring is to be carried out throughout a school district.

> The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones
>
> **John Maynard Keynes**
>
> Major system change is not easy, but the alternative is to maintain a very unsatisfactory status quo.

Restructuring Support Services from the school outward

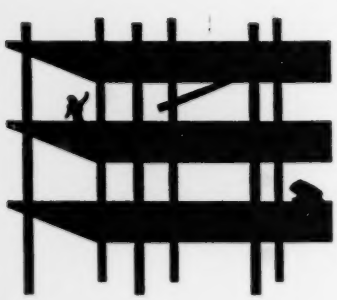
The focus is first on what is needed at the school level . . .

From a decentralized perspective and to maintain the focus on evolving a comprehensive continuum of programs/services at *every school site,* it is a good idea to conceive the process of restructuring from the school outward. That is, first the focus is on school level mechanisms related to the component to address barriers to learning and teaching. Then, based on analyses of what is needed to facilitate and enhance school level efforts, mechanisms are conceived that enable groups or "families" of schools to work together where this increases efficiency and effectiveness and achieves economies of scale. Then, system-wide mechanisms can be (re)designed to support what each school and family of schools are trying to develop.

. . . then on what families of schools and system-wide resources can do to support each school's approach for addressing barriers to learning and teaching

An infrastructure of organizational and operational mechanisms at school, multiple school sites, and system-wide are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to (a) arrive at decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. They also call for redeployment of existing resources, as well as finding new ones.

Awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with limited financial resources, leads to the caution that the type of large-scale restructuring described below is not a straight-forward sequential process. Rather, the changes emerge in overlapping and spiraling phases.



School Level Mechanisms

A programmatic approach for addressing barriers to learning must coalesce at the local level. Thus, the school and its surrounding community are a reasonable focal point around which to build a multi-level organizational plan. Moreover, primary emphasis on this level meshes nicely with contemporary restructuring views that stress increased school-based and neighborhood control.

Policymakers and administrators must ensure the necessary infrastructure is put in place for

If the essential programs for addressing barriers to learning and teaching are to play out effectively at a school site, policy makers and administrators must ensure that the necessary infrastructure is put in place. In most settings, this can be done by restructuring support services and other activities currently used to address barriers to learning and promote healthy development. Through proper redeployment of such resources, every school can expect to enhance its educational results

- *weaving existing activity together*
- *evolving programs*
- *reaching out to enhance resources*

From a school's perspective, there are three overlapping challenges in moving from piecemeal approaches to an integrated component for addressing barriers to learning. One involves weaving existing activity together, including curricula designed to foster positive social, emotional, and physical development. A second entails evolving programs so they are more effective. The third challenge is to reach out to other resources in ways that expand the component. Such outreach encompasses forming collaborations with other schools, establishing formal linkages with community resources, and attracting more volunteers, professionals-in-training, and community resources to work at the school site.

Mechansims include:

school-based program teams

Meeting the above challenges requires development of well-conceived mechanisms that are appropriately sanctioned and endowed by governance bodies (see Figure on page 21). For example, with respect to the six programmatic areas outlined in Appendix B, specific school-based mechanisms must exist so that all are pursued optimally in daily practice and are maintained over time. One way to conceive the necessary mechanisms is in terms of *school-based program teams.* The functions of each team are to ensure programmatic activity is well-planned, implemented, evaluated, maintained, and evolved. In forming such teams, identifying and deploying enough committed and able personnel may be difficult. Initially, a couple of motivated and competent individuals can lead the way in a particular program area -- with others recruited over time as necessary and/or interested. Some "teams" might even consist of one individual. In some instances, one team can address more than one programmatic

area or may even serve more than one school. Many schools, of course, are unable to simultaneously establish mechanisms to cover all six areas. Such schools must establish priorities and plans for how they will phase in their restructuring efforts. The initial emphasis, of course, should be on weaving together existing resources and developing program teams designed to meet the school's most pressing needs, such as enhancing programs to provide student and family assistance, crisis assistance and prevention, and ways to enhance how classrooms handle garden variety learning, behavior, and emotional problems. (Again for a sense of what these areas of activity encompass, see Part I and the surveys in the resource aid section of this guide.)

School-based Resource Coordinating Team

In addition to program teams, a separate on-site organizational mechanism for resource coordination addresses overall cohesion among programmatic areas. This mechanism also can be a team. Such a school-based *Resource Coordinating Team* can reduce fragmentation and enhance cost-efficacy of enabling activity by assisting program teams in ways that encourage them to function in a coordinated and increasingly integrated manner. Properly constituted, this group also provides on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach (see Appendix E).

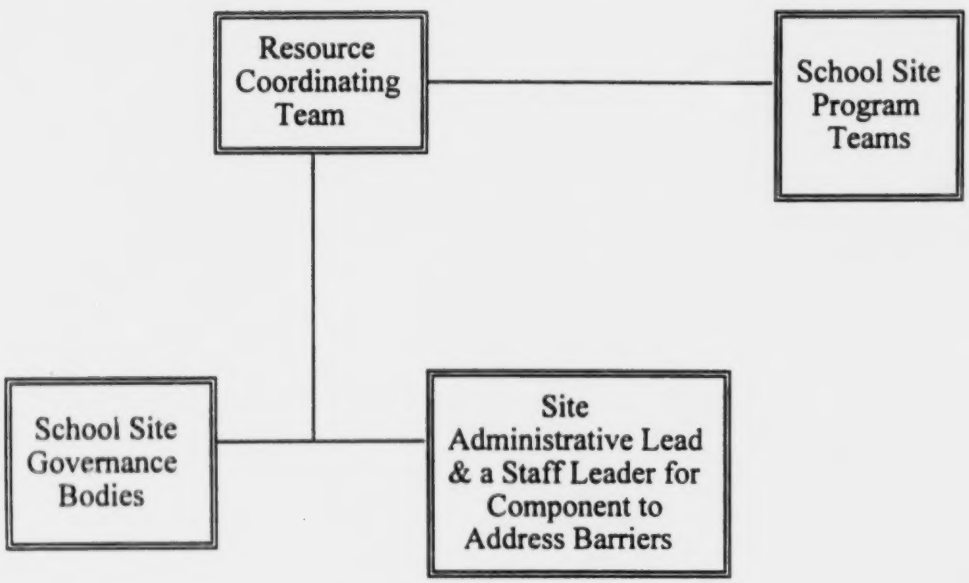
Site administrative leader

Most schools do not have an administrator whose job definition outlines the leadership role and functions necessary for developing a comprehensive approach for addressing barriers to learning. This is not a role for which most principals have time. Thus, it is imperative to establish a policy and restructure jobs to ensure there is a *site administrative leader* for this component. Such a role may be created by redefining a percentage (e.g., 50%) of a vice/assistant principal's day or, in schools that are too small to have such personnel, the principal might delegate some administrative responsibilities to a coordinator. This person must sit on the Resource Coordinating Team and then represent and advocates the team's recommendations whenever the administrative team meets. This administrator also advocates for the team's recommendations at governance body meetings when decisions are made regarding programs and operations -- especially decisions about use of space, time, budget, and personnel.

Staff lead

Finally, a *staff lead* can be identified from the cadre of line staff who have expertise with respect to addressing barriers to student learning. If a site has a Center facility (e.g., Family or Parent Resource Center or a Health Center), the Center coordinator might fill this role. This individual also must sit on the Resource Coordinating Team and then advocate at key times for the team's recommendations at the administrative and governance body tables.

Besides facilitating the development of a potent component to address barriers to learning, both the administrative and staff lead play key roles in daily implementation, monitoring, and problem solving.


Resource Coordinating Team
School Site Program Teams
School Site Governance Bodies
Site Administrative Lead & a Staff Leader for Component to Address Barriers

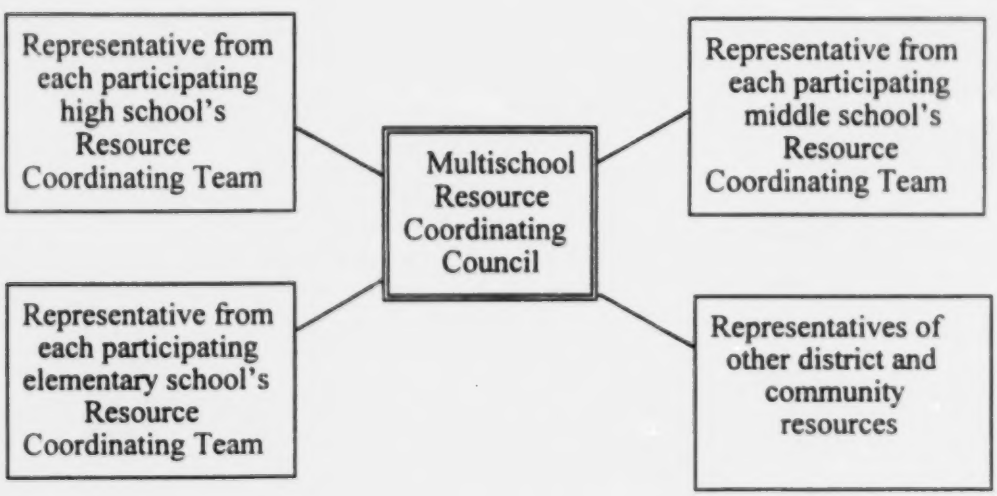
As will be evident on the following pages, conceptualization of the necessary school level infrastructure helps clarify what supportive mechanisms should be developed at school complex-cluster and system-wide levels.

Mechanisms for Clusters of Schools

Neighboring schools have common concerns and may have programmatic activity that can use the same resources. By sharing, they can eliminate redundancy and reduce costs. Some school districts already pull together clusters of schools to combine and integrate personnel and programs. These are sometimes called complexes or families.

A multischool *Resource Coordinating Council* for a cluster or "family" of schools provides a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such councils can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. (This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster.) With respect to linking with community resources, multi school teams are especially attractive to community agencies who often don't have the time or personnel to link with individual schools.

To these ends, 1 to 2 representatives from each school's Resource Coordinating Team can be chosen to form a council and meet at least once a month and more frequently as necessary. Such a mechanism can help (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, the group can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources. More generally, the council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a component for addressing barriers to learning and teaching. Natural starting points for councils are the sharing of needs assessment, resource mapping, analyses, and recommendations for reform and restructuring. Specific areas of initial focus may be on such matters as addressing community-school violence and developing prevention programs and safe school plans.


Representative from each participating high school's Resource Coordinating Team
Representative from each participating middle school's Resource Coordinating Team
Multischool Resource Coordinating Council
Representative from each participating elementary school's Resource Coordinating Team
Representatives of other district and community resources

System-wide Mechanisms

School and multi-site mechanisms are not sufficient. System-wide policy guidance, leadership, and assistance are required. With respect to establishing a component for addressing barriers to learning, a district *policy* commitment represents a necessary foundation. Optimally, the policy should place development of a comprehensive, integrated approach for enabling learning on a par with instruction and management (see Appendix F).

Mechanisms that seem essential are:

Then, the district must adopt a prototype and create necessary system-wide mechanisms for operationalizing the component. Development of system-wide mechanisms should reflect a clear conception of how each supports school and cluster level activity. Three system-wide mechanisms seem essential in ensuring coherent oversight and leadership for developing, maintaining, and enhancing an enabling component. One is a *system-wide leader* with responsibility and accountability for the component (e.g., an associate superintendent). This leader's functions include (a) evolving the district-wide vision and strategic planning for an enabling component, (b) ensuring coordination and integration of enabling activity among groups of schools and system-wide, (c) establishing linkages and integrated collaboration among system-wide programs and with those operated by community, city, and county agencies, and (d) ensuring integration with instruction and management. The leader's functions also encompass evaluation, including determination of the equity in program delivery, quality improvement reviews of all mechanisms and procedures, and ascertaining results.

a system-wide leader for the component

a system-wide leadership group

a system-wide resource coordinating body

Two other recommended mechanisms at this level are a *system-wide leadership group* and *a resource coordinating body*. The former can provide expertise and leadership for the ongoing evolution of the component for addressing barriers to learning and teaching; the latter can provide guidance for operational coordination and integration across groups of schools. The composition for these will have some overlap. The district-level resource coordinating body should include representatives of multischool councils and unit heads and coordinators. The leadership group should include (a) key district administrative and line staff with relevant expertise and vision, (b) district staff who can represent the perspectives of principals, union members, and various other stakeholders, and (c) nondistrict members whose job and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

Organization Facilitators

A cadre of *Organization Facilitators* provide a change agent mechanism that can assist in the development and maintenance of cluster councils and resource-oriented school teams (see Exhibit 1). Such personnel also can help organize basic "interdisciplinary and cross training" to create the trust, knowledge, skills, and the attitudes essential for the kind of working relationships required if the mechanisms described above are to operate successfully. Through such training, each profession has the opportunity to clarify roles, activities, strengths, and accomplishments, and learn how to link with each other.

Board of Education Standing Committee for a Component to Address Barriers to Learning

Matters related to addressing barriers to learning and teaching appear regularly on every school board's agenda. The problem is that each item tends to be handled in an ad hoc manner, without sufficient attention to the "Big Picture." One result is that the administrative structure in most districts is not organized in ways that coalesce its various functions (programs, services) for addressing barriers. The piecemeal structure reflects the marginalized status of such functions and both creates and maintains the fragmented policies and practices that characterize efforts to address barriers. School boards should carefully analyze how their committee structure deals with these functions. Most boards will find (a) they don't have a big picture perspective of how all these functions relate to each other, (b) the current board structure and processes for reviewing these functions do not engender a thorough, cohesive approach to policy, and (c) functions related to addressing barriers to learning are distributed among administrative staff in ways that foster fragmentation. If this is the case, the board should consider establishing a standing committee that focuses indepth and consistently on the topic of how schools in the district can enhance their efforts to improve instruction by addressing barriers in more cohesive and effective ways (see Appendix G).

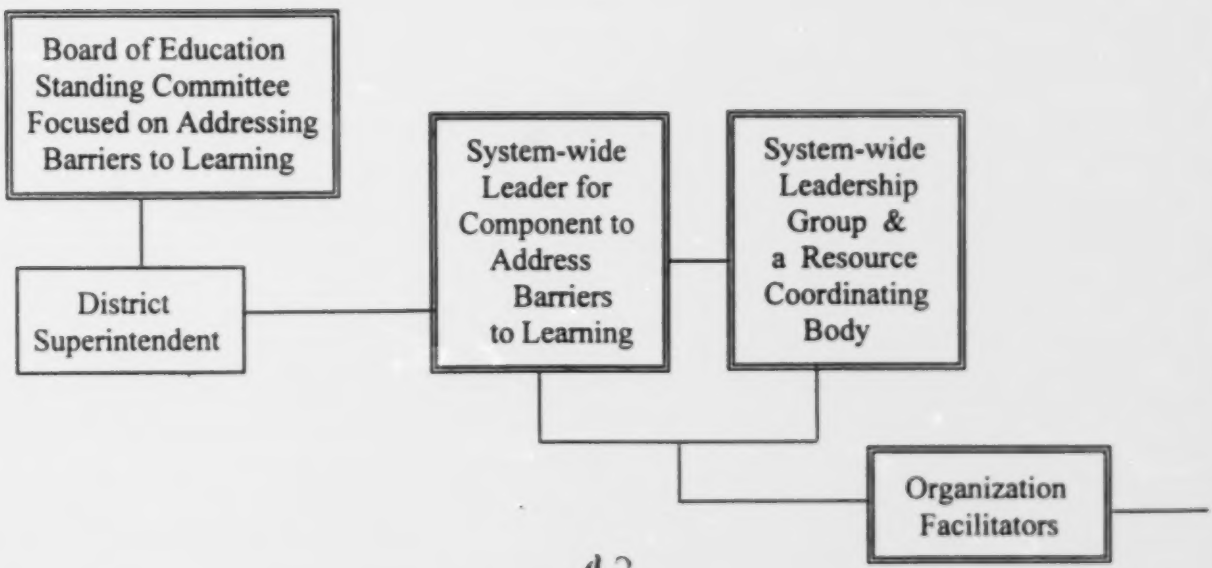

Board of Education Standing Committee Focused on Addressing Barriers to Learning
District Superintendent
System-wide Leader for Component to Address Barriers to Learning
System-wide Leadership Group & a Resource Coordinating Body
Organization Facilitators

Exhibit 1
A Change Agent Mechanism: Organization Facilitators

Staff at all levels require assistance in establishing and maintaining an appropriate infrastructure for a component to address barriers to learning. Specially trained *Organization Facilitators* represent a mechanism that embodies the necessary expertise to help (a) develop essential school-based leadership, (b) establish program and coordinating teams and councils, and (c) clarify how to link up with community resources.

At the school level, one facilitator can rotate within a group of schools to phase-in an appropriate infrastructure over a period of a year. Then, that facilitator can move on to another group of schools. After moving on, the facilitator can return periodically to assist with maintenance, share new ideas for program development, help with such development, and contribute to related inservice. Work to date suggests that a relatively small cadre of Organization Facilitators can phase-in desired mechanisms throughout a relatively large district over a period of several years. Pupil service personnel who have been redeployed and trained for these positions adapt quite easily to the functions and report high levels of job satisfaction. Current efforts related to developing an enabling component at a school help clarify some of these points.

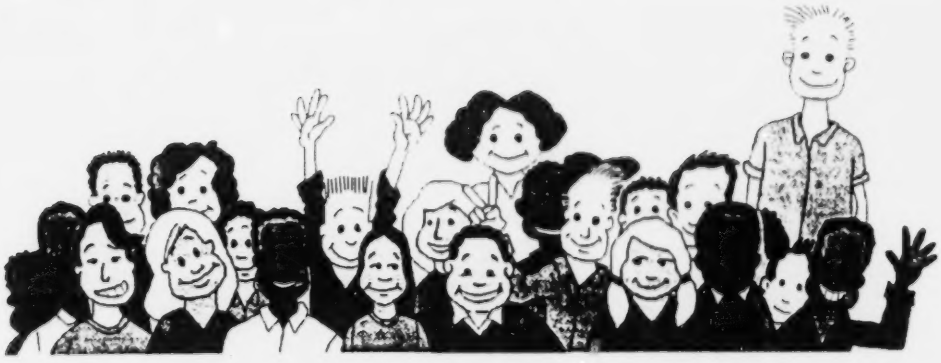
The Organization Facilitator's first step was to help policy makers understand the need to restructure the school's support programs and services. This led to adoption of the enabling component concept by the site's governance body and to an agreement about the role the Organization Facilitator would play in helping staff implement reforms.

The process of restructuring began with assignment of an assistant principal to function as the component's administrative leader and establishment of a coordinating team consisting of the school's pupil service personnel, the administrative leader, the staff lead, and several teachers. As a focal point for restructuring, the Organization Facilitator helped the team map and analyze all school resources being used to address barriers to student learning. The six interrelated areas described in Part I provided a template to organize mapping and analyses, as did the self-study surveys included as resource aids at the end of this guidebook.

By clustering existing activities into the six areas, the team was able to consider a new programmatic vision for the school's efforts to address barriers to learning and enhance healthy development. By analyzing activities from this perspective, the team identified essential activities, major programmatic gaps, redundant efforts, and several long-standing activities that were having little effect. Decisions were made to eliminate redundant and ineffective activity and redeploy the resources to strengthen essential programs and begin to fill gaps.

As one facet of the school's community outreach, the Organization Facilitator has trained staff how to bring community resources to the site in ways that do not displace essential school resources. This is accomplished by integrating the community as part of the enabling component -- linked each available community resource to one or more of the six areas either to fill a gap or enhance the school staffs' efforts by becoming part of an ongoing program. To ensure coordination and integration, all community agencies working at the site are asked to have a representative participate on the Resource Coordinating Team.

The figure on the following page encapsulates the various mechanisms described above for addressing barriers to learning and teaching (in double outlined boxes). These are placed in the context of district governance and other relevant organized activity and community resources that can be looked to as potential partners in efforts to address barriers and promote healthy development.



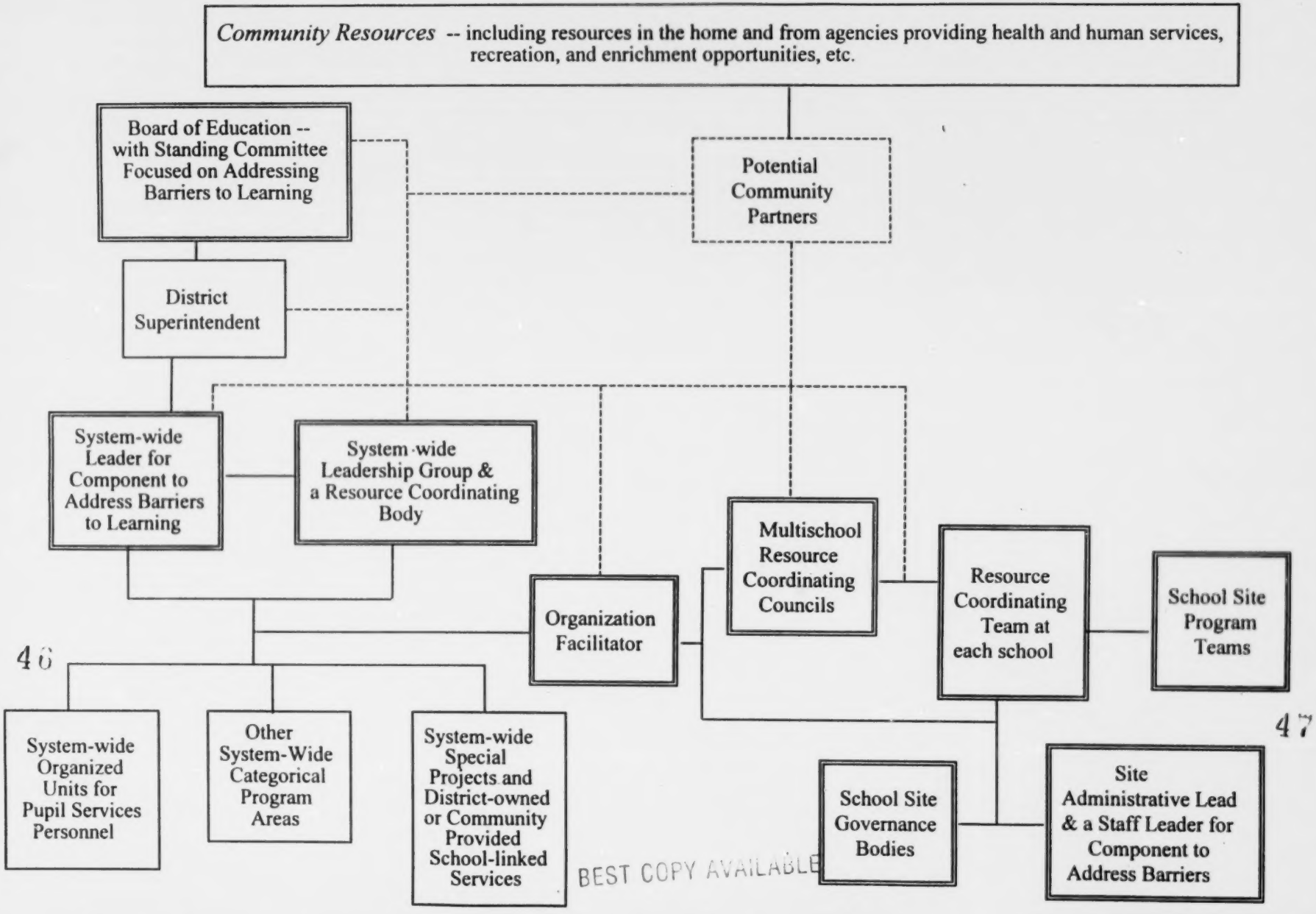

Community Resources -- including resources in the home and from agencies providing health and human services, recreation, and enrichment opportunities, etc.
Board of Education -- with Standing Committee Focused on Addressing Barriers to Learning
Potential Community Partners
District Superintendent
System-wide Leader for Component to Address Barriers to Learning
System-wide Leadership Group & a Resource Coordinating Body
Multischool Resource Coordinating Councils
Resource Coordinating Team at each school
School Site Program Teams
Organization Facilitator
46
47
System-wide Organized Units for Pupil Services Personnel
Other System-Wide Categorical Program Areas
System-wide Special Projects and District-owned or Community Provided School-linked Services
School Site Governance Bodies
Site Administrative Lead & a Staff Leader for Component to Address Barriers

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Figure. **Infrastructure Mechanisms to Address Barriers to Learning and Teaching**

Major Steps in Restructuring Support Services to Establish a Component to Address Barriers to Learning

The following overview of major steps reflects the phases for systemic change discussed in Appendix D.

At each level of restructuring, a critical mass of key stakeholders and their leadership must understand and commit to restructuring plans. The commitment must be reflected in policy statements and creation of an infrastructure that ensures necessary leadership and resources and on-going capacity building. To these ends, it behooves the Board of Education to establish a standing committee focused on the district's efforts to address barriers to learning and promote healthy development (see Appendix G).[1] Such a committee can play a major role in reviewing, analyzing, and redeploying the various funding sources that underwrite district efforts to address barriers to learning and promote healthy development (see Appendix H).

As a guide for planning, implementation, and evaluation, the process is conceived in terms of four phases covering fourteen major steps:

Phase 1: Creating Readiness

- Build interest and consensus for restructuring and developing a comprehensive, multifaceted, integrated approach (e.g., an enabling/learning support component)
- Introduce basic ideas to relevant groups of stakeholders
- Establish a policy framework -- the leadership groups at each level should establish a policy commitment making development of a comprehensive approach to addressing barriers to learning a primary and essential component of school reform
- Identify leaders for this component at the district level and at each school site (equivalent to the leaders for the instructional component) who have the responsibility and accountability for ensuring that policy commitments are carried out in a substantive manner

---

[1] In considering support service restructuring such a board committee can play a key role by pursuing *Title XI of the Improving America's Schools Act* (see p. 31 for more on Title XI). This federal legislation allows districts to redeploy up to 5% of the federal dollars they receive so that they can enhance "service coordination." School district's can interpret enhancing coordination as fundamental restructuring of support services.

	• Establish a system-wide steering group, a steering group at each school site, and a infrastructure to guide the process of change; provide all individuals involved in guiding the change process with leadership and change agent training
Phase 2: Initial Implementation	• Formulate specific plans for starting-up and phasing in the new approach
	• Establish and train resource-oriented groups at each level -- beginning with school site Resource Coordinating Teams, then Cluster Resource Coordinating Councils, and finally a system-wide body
	• Reorganize and cluster activity for addressing barriers to learning into a relatively delimited number of areas that are staffed in a cross disciplinary manner (for example, activity could be clustered into the six areas outlined for an enabling component with staff reassigned in ways that overlap areas)
	• Create mechanisms for effective communication, sharing, and problem solving to ensure the new component is implemented effectively and is highly visible to all stakeholders
	• Use cluster and system-wide resource coordinating groups to identify additional resources that might be redeployed from the school district, neighboring schools, and the community to fill program/service gaps; form partnerships as appropriate
	• Establish a system for quality improvement
	• Develop plans for maintaining the new component (e.g., strategies for demonstrating results and institutionalizing the necessary leadership and infrastructure)
Phase 3: Institutionalization	• Develop strategies for maintaining momentum and progress (e.g., ongoing advocacy and capacity building -- paying special attention to the problem of turnover and newcomers; systems for quality assurance and regular data reporting; ongoing formative evaluations to refine infrastructure and programs)
Phase 4: Ongoing Evolution	• Develop a plan to generate creative renewal (e.g., continue to expand restructuring to include all programs that address barriers to learning, including those designated as compensatory and special education)

Two Federal Initiatives that Can Help Districts Restructure Support Services

TITLE XI of the Improving America's Schools Act of 1994 (U.S. Dept. of Education)

This title is designed to foster coordinated services to address problems that children face outside the classroom that affect their performance in schools. Under this provision, school districts, schools, and consortia of schools may use up to 5% of the funds they receive under the Elementary and Secondary Education Act to develop, implement, or expand efforts to coordinate services. The intent is to improve access to social? health, and educational programs and services to enable children to achieve in schools and to involve parents more fully in their child's education. Among the barriers cited in the legislation as impeding learning are poor nutrition, unsafe living conditions, physical and sexual abuse, family and gang violence, inadequate health care, lack of child care, unemployment, and substance abuse. Only a few school districts have initiated efforts under Title XI. In Dallas, the funds have been used as part of efforts to enhance the school district's partnership with a major hospital and with the Dallas Mental Health-Mental Retardation Agency by underwriting costs related to coordinating services, administration, and infrastructure. In Los Angeles, the funds were used to underwrite the costs of a massive restructuring of the district's health and human services and their coordination with efforts to link community services to schools.

Contact: Susan Wellman, Program Analyst, Title XI
Elementary and Second Education, 600 Independence Ave., SW (Portals Room 4400)
Washington, D.C. 20202-6132; (202)260-0984
For information on the Dallas program, contact Jenni Jennings, Youth and Family Centers, Dallas Public Schools, 425 Office Parkway, Dallas, TX 75204 Phone: (214) 827-4343.
For Information on the Los Angeles initiative, contact Sally Coughlin, Asst. Sup't, Student Health and Human Services, Los Angeles Unified School District, 450 N. Grand Ave., Los Angeles, CA 90012 Phone: (213) 763-8315.

Comprehensive School Reform Demonstration Program (U.S. Department of Education)

This federal initiative is designed to foster school reform in schools serving low income families. First funded in 1998, the purpose of the initiative is to provide financial incentives for schools "to develop comprehensive school reforms, based on reliable research and effective practices and including an emphasis on basic academics and parental involvement, so that all children can meet challenging state content and performance goals. " It provides formula grants to state education agencies (SEAs) for competitive grant awards to local education agencies and participating schools. Schools receive annual awards of not less than $50,000 to adopt or develop comprehensive school reforms based on reliable research and effective practices. SEAs are encouraged to give competitive preference to LEAs that target funds on schools that have low levels of student achievement and high dropout rates. Most of the funds (83%) are for schools that are eligible for Title I basic grants. Minimum grant awards of $50,000 a year for three years are to be used to support start-up and technical assistance costs to implement the reform model chosen by a school. The models to be implemented are comprehensive ones that focus on "school-wide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. " Specified are Accelerated Schools, ATLAS Communities, Audrey Cohen College, Coalition of Essential Schools, Community for Learning, Co-NECT, Direct Instruction, Expeditionary Learning, Outward Bound, High Schools That Work, Modern Red Schoolhouse, National Alliance for Restructuring Education, Paideia, Roots and Wings, School Development Program, Success for All, Talent Development High School, and Urban Learning Center.

Contact: U.S. Department of Education, OESE, Comprehensive School Reform Demonstration Program, 400 Maryland Avenue, SW, Room 2W106, FOB6, Washington, DC 20202-6254.
Fax: (202) 260-4023 Phone: (202) 205-4292

A Few Concluding Comments

School systems are not responsible
for meeting every need of their students.
But when the need directly affects learning,
the school must meet the challenge.
Carnegie Council Task Force (1989)

As emphasized throughout this guidebook, effectively meeting the challenges of addressing persistent barriers to learning and enhancing healthy development requires melding resources of home, school, and community to create a comprehensive, multifaceted approach. Getting there from here involves a policy shift that moves from the prevailing two- to a three-component model for school reform. Such a model places development of a component to address barriers to learning on a par with current reforms of the instructional and management components of schooling. It also entails restructuring all three components to ensure they are integrated at all levels.

If our society truly means to provide the opportunity for all students to succeed at school, fundamental changes are needed so that schools and communities can address barriers to development and learning. Policy makers can call for higher standards and greater accountability, improved curricula and instruction, increased discipline, reduced school violence, and on and on. None of it means much if the reforms enacted do not ultimately result in substantive changes in the classroom and throughout a school site.

Current moves to devolve and decentralize control may or may not result in the necessary transformation of schools and schooling. Such changes do provide opportunities to reorient from "district-centric" planning and resource allocation. For too long there has been a terrible disconnect between central office policy and operations and how programs and services evolve in classrooms and schools. The time is opportune for schools and classrooms to truly become the center and guiding force for all planning. That is, planning should begin with a clear image of what the classroom and school must do to teach all students effectively. Then, the focus can move to planning how a family of schools (e.g., a high school and its feeders) and the surrounding community can complement each other's efforts and achieve economies of scale. With all this clearly in perspective, central staff and state and national policy can be reoriented to the role of developing the best ways to support local efforts *as defined locally.*

At the same time, it is essential not to create a new mythology suggesting that every classroom and school site is unique. There are fundamentals that permeate all efforts to improve schools and schooling and that should continue to guide policy, practice, and research. For example:

- The curriculum in every classroom must emphasize acquisition of basic knowledge and skills. However, such basics must be understood to involve more than the three Rs and cognitive development. There are many essential areas of human development and functioning, and each contains "basics" that individuals may need help in acquiring. Moreover, any individual may require special accommodation in any of these areas.

- Every classroom must address student motivation as an antecedent, process, and outcome concern.

- Remedial procedures must be *added* to instructional programs for certain individuals, but only after appropriate nonremedial procedures for facilitating learning have been tried. Moreover, such procedures must be designed to build on strengths and must not supplant a continuing emphasis on promoting healthy development.

- Beyond the classroom, schools must have policy, leadership, and mechanisms for school-wide programs to address barriers to learning and teaching. Some of this activity will require partnering with other schools, some will require weaving school and community resources together. The aim is to develop a comprehensive, multifaceted, and integrated continuum of programs and services ranging from primary prevention through early intervention to treatment of serious problems. At each school, creation of such an enabling or learning support component will require evolving programs to (a) enhance the ability of the classroom to enable learning, (b) provide support for the many transitions experienced by students and their families, (c) increase home involvement, (d) respond to and prevent crises, (e) offer special assistance to students and their families, and (f) expand community involvement (including volunteers).

- Relatedly, policymakers at all levels must revisit existing policy using the lens of addressing barriers to learning with the intent of both realigning enacted policy to foster cohesive practices and enacting new policies to fill critical gaps.

- After developing efficacious demonstrations, policymakers and administrators at all levels must pursue effective models for replicating and scaling-up new approaches to ensure district-wide replication.

Clearly, there is ample direction for improving how schools address barriers to learning. The time for reform and restructuring student support resources is now. Unfortunately, too many policymakers and school professionals are caught up in the day-by-day pressures of their current roles and functions. Everyone is so busy "doing" that there is no time to introduce better ways. One is reminded of Winnie-the-Pooh who was always going down the stairs, bump, bump, bump, on his head behind Christopher Robin. He thinks it is the only way to go down stairs. Still, he reasons, there might be a better way if only he could stop bumping long enough to figure it out.

Appendices

A. School-Community Collaborations

B Needed: A Comprehensive, Multifaceted Continuum of Intervention

C. Thinking About Principles in Addressing Barriers to Learning

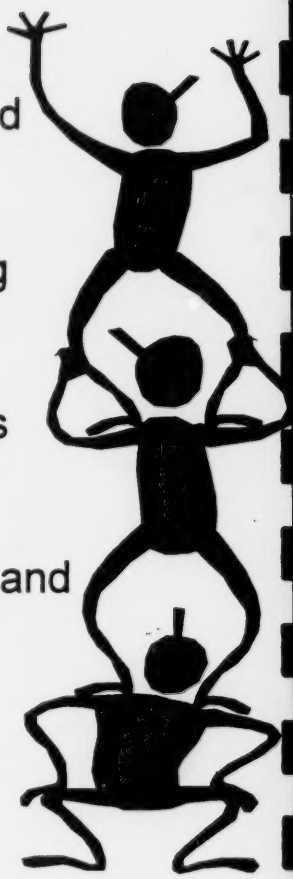
D. Scale-up: Replicating New Approaches Throughout a School District

E. School Resource Coordinating Teams and Multischool Councils

F. Examples of Policy Statements

G. Rethinking a School Board's Current Committee Structure

H. Examples of Funding Sources



Appendix A

School-Community Collaborations

Concern about the fragmented way *community* health and human services are planned and implemented has led to renewal of the 1960s human service integration movement. The hope of this movement is to better meet the needs of those served and use existing resources to serve greater numbers. To these ends, there is considerable interest in developing strong relationships between school sites and public and private community agencies. As a result, a variety of forms of school-community collaborations are being tested, including state-wide initiatives in California, Florida, Kentucky, Missouri, New Jersey, Oregon, among others (Dryfoos, 1994; First, Curcio, & Young, 1994; Palaich, Whitney, & Paolino, 1991; Schorr, 1997).

School-Linked and School-Based Services

Initiatives to restructure community health and human services have fostered the concept of *school-linked services* and contributed to a burgeoning of school-based and linked health clinics (Carnegie Council on Adolescent Development, 1988; U.S. Department of Education, 1995). It should be noted that, in practice, the terms school-*linked* and school-*based* encompass two separate dimensions: (a) where programs/services are *located* and (b) who *owns* them. Taken literally, school-based should indicate activity carried out on a campus, and school-linked should refer to off-campus activity with formal connections to a school site. In either case, services may be owned by schools or a community based organization or in some cases may be co-owned. As commonly used, the term school-linked refers to community owned on- and off-campus services and is strongly associated with the notion of coordinated services. Relatedly, one hears the terms *wrap-around services, one-stop shopping, full service schools,* and *community schools.* The concept of *systems of care* also encompasses concern for coordination of community and school services, but usually this term is reserved for individual's designated as emotionally disturbed (Bickman, 1997; Day & Roberts, 1991; Duchnowski & Friedman, 1990; Hoagwood, 1997). Adoption of these terms reflects the desire to develop a sufficient range of accessible interventions to meet the needs of those served. Many projects illustrating such concepts offer an array of medical, mental health, and social services housed in *a Family Service or Resource Center* established at or near a school (see Dryfoos, 1994).

As the notion of school-community collaboration spreads, the terms services and programs are used interchangeably and the adjective comprehensive often is appended. This leads to confusion, especially since addressing a full range of factors affecting young people's development and learning requires going beyond *services* to utilize an extensive continuum of programmatic interventions. Services themselves should be differentiated to distinguish between narrow-band, personal/clinical services and broad-band, public health and social services (Adelman, 1995). Furthermore, although services can be provided as part of a program, not all are. For example, counseling to ameliorate a mental health problem can be offered on an ad hoc basis or may be one element of a multifaceted program to facilitate healthy social and emotional development. Pervasive and severe psychosocial problems, such as substance abuse, teen pregnancy, physical and sexual abuse, gang violence, and delinquency, require multifaceted, programmatic interventions. Besides providing services to correct existing problems, such interventions encompass primary prevention (e.g., public health programs that target groups seen as "at risk") and a broad range of open enrollment didactic, enrichment, and recreation programs. As Schorr's (1997) recent analysis indicates, "multiple and interrelated problems ... require multiple and interrelated solutions." Differentiating services and programs and taking care in using the term comprehensive can help mediate against tendencies to limit the range of interventions and underscores the breadth of activity requiring coordination and integration.

In analyzing school-linked service initiatives, Franklin and Streeter (1995) group them as -- informal, coordinated, partnerships, collaborations, and integrated services. These categories are seen as differing in terms of the degree of system change required. As would be anticipated, most initial efforts focus on developing informal relationships and beginning to coordinate services.

School Health Centers. Over the last decade, many of the now approximately 1,200 school-based or linked ***health clinics*** have been described as comprehensive centers (Advocates for Youth, 1994; Dryfoos, 1994; Robert Wood Johnson Foundation, 1993). The majority were initiated by community agencies. Initially, school-based clinics were created in response to concerns about teen pregnancy and a desire to enhance access to physical health care for under served youth. Soon after opening, such clinics found it essential also to address mental health and psychosocial concerns. This need reflects two basic realities. One, some students' physical complaints are psychogenic, and thus, treatment of various medical problems is aided by psychological intervention. Two, in a large number of cases, students come to clinics primarily for help with nonmedical problems, such as peer and family relationship problems, emotional distress, problems related to physical and sexual abuse, and concerns stemming from use of alcohol and other drugs. Indeed, up to 50% of clinic visits are for nonmedical concerns (Adelman, Barker, & Nelson, 1993; Anglin, Naylor, & Kaplan, 1996; Robert Wood Johnson Foundation, 1989; U.S. DHHS, 1994). Thus, as these clinics evolve, so does the provision of counseling, psychological, and social services in the schools. At the same time, given the limited number of staff at such clinics and in the schools, it is not surprising that the demand for psychosocial interventions quickly outstrips the resources available, and the problem is compounded if the staff over relies on a clinical model of direct services.

Broader Linkages with community agencies. As noted above, policy initiatives in an increasing number of states encourage linkages between schools and community agencies to enhance comprehensiveness, integration, accessibility, and use of services by students and their families. The focus on serving families is seen as ensuring benefits to all youngsters in a community. Pioneering demonstrations of school-based Family Service Centers show the promise and problems related to developing relationships between schools and such community agencies as county public health, mental health, and child and family services.

Dryfoos (1994, 1995) encompasses the trend to develop school-based primary health clinics, youth service programs, community schools, and other similar activity under the rubric of *full service* schools. As she concludes in her 1994 review:

> Much of the rhetoric in support of the full service schools concept has been presented in the language of *systems change*, calling for radical reform of the way educational, health, and welfare agencies provide services. Consensus has formed around the goals of one-stop, seamless service provision, whether in a school- or community-based agency, along with empowerment of the target population. ... most of the programs have moved services from one place to another; for example, a medical unit from a hospital or health department relocates into a school through a contractual agreement, or staff of a community mental health center is reassigned to a school, or a grant to a school creates a coordinator in a center. As the program expands, the center staff work with the school to draw in additional services, fostering more contracts between the schools and community agencies. But few of the school systems or the agencies have changed their governance. The outside agency is not involved in school restructuring or school policy, nor is the school system involved in the governance of the provider agency. The result is not yet a new organizational entity, but the school is an improved institution and on the path to becoming a different kind of institution that is significantly responsive to the needs of the community (p. 169).

Systems of Care. Properly developed, a system of care is a special form of school-community collaboration designed to provide comprehensive services for youth with serious emotional problems. The concept also is becoming a popular way to talk about any effort to provide cohesive assistance to clients. Thus, recent research on systems of care is likely to find its way into discussions of the value of collaborative efforts among services. Based on their evaluation of a major system of care demonstration project in Fort Bragg, Salzer and Bickman (1996) conclude that while systems of care produce important system-level changes, early results suggest these systems' changes do not enhance clinical outcomes. They argue that the primary direction to improving children's mental health services should be through effectiveness research, in contrast to continued large-scale investments in systems' research and development. In response, others have interpreted the findings from the Fort Bragg study as supportive of the concept of systems of care because participants in both the elaborate systems of care model and the more simplified continuum of services comparison model showed improvements (Hoagwood, 1997). For example, Hoagwood's interpretation is that

the more elaborate model did not improve on the already adequate interventions provided in the comparison sites because those services were also effective.

Impact of School-Community Collaborations

As Michael Knapp's (1995) review stresses, the contemporary literature on school-linked services is heavy on advocacy and prescription and light on data. Each day brings additional reports from projects such as New Jersey's School-Based Youth Services Program, the Healthy Start Initiative in California, the Beacons Schools in New York, Communities-in-Schools, the New Futures Initiative, Missouri's Caring Communities, and Schools of the 21st Century. Not surprisingly, the reports primarily indicate how hard it is to establish school-community collaborations. Still, a reasonable inference from available evidence is that school-community collaborations can be successful and cost effective over the long-run (Schorr, 1997). By placing staff at schools, community agencies enable easier access for students and families -- especially in areas with underserved and hard to reach populations. Such efforts not only provide services, they seem to encourage schools to open their doors in ways that enhance family involvement. Analyses suggest better outcomes are associated with empowering children and families, as well as with having the capability to address diverse constituencies and contexts. Families using school-based centers are described as becoming interested in contributing to school and community by providing social support networks for new students and families, teaching each other coping skills, participating in school governance, helping create a psychological sense of community, and so forth (White & Wehlage, 1995).

Another outcome of school-community collaborations is the impact on models for reform and restructuring. As a result of demonstration projects where a school and community agencies have worked together in efforts to merge in major ways, the concept of community schools is emerging. Indeed, efforts are afoot to create a community school movement. Ironically, while initiatives to integrate health and human services are meant to reduce fragmentation (with the intent of enhancing outcomes), in many cases fragmentation is compounded because these initiatives focus mostly on *linking* community services to schools. As a result, when community agencies collocate personnel at schools, such personnel tend to operate in relative isolation of existing school programs and services. Little attention is paid to developing effective mechanisms for coordinating complementary activity or integrating parallel efforts. The problem is compounded by the failure of educational reform to restructure, in *fundamental* ways, the work of school professionals who carry out psychosocial and health programs. Consequently, in some schools, a student identified as at risk for dropout, suicide, and substance abuse may be involved in three counseling programs operating independently of each other.

Related to all this has been a rise in tension between school district service personnel and their counterparts in community based organizations. When "outside" professionals are brought in, school specialists often view it as discounting their skills and threatening their jobs. The "outsiders" often feel unappreciated and may be rather naive about the culture of schools (Sarason, 1996). Conflicts arise over "turf," use of space, confidentiality, and liability.

In general, the movements toward integrated services and school-community collaboration aim at enhancing access to services by youth and their families, reducing redundancy, improving case management, coordinating resources, and increasing effectiveness. Obviously, these are desirable goals. In pursuing these ends, however, the tendency is to think mainly in terms of coordinating community services and putting some on school sites. This emphasis downplays the need for also restructuring the various education support programs and services that schools own and operate. Initiatives for school-community collaboration also have led some policy makers to the mistaken impression that community resources can effectively meet the needs of schools in addressing barriers to learning. In turn, this has led some legislators to view the linking of community services to schools as a way to free-up the dollars underwriting school-owned services. The reality is that even when one adds together community and school assets, the total set of services in economically impoverished locales is woefully inadequate (Koyanagi & Gaines, 1993). After the first few sites demonstrating school-community collaboration are in place, community agencies find they have stretched their resources to the limit.

Reported Examples of School-Community Programs that are Succeeding

Lisbeth Schorr (1997) in her book entitled *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America* (New York: Anchor Books) highlights programs that work. Below are some examples from her book -- plus one other.

Among the community-based programs that link with schools are:

(1) ***New York's Beacon Schools***

These program exemplify the move toward full-service schools and community-building. They target neighborhoods in which the first step in community building is to transform schools into community centers available to adults 356 days of the year. The program has expanded to 37 sites in New York, and initiatives are underway to pursue similar models in Chicago, Little Rock, Oakland, and San Francisco. Evaluative data are just beginning to emerge. Schorr (1997) notes that at one site, P.S. 194, "Academic performance at the school has improved dramatically, rising from 580th out of 620 city elementary schools in reading achievement in 1991 to 319th three years later. Attendance also has improved, and police report fewer felony arrests among neighborhood youth." These results are attributed to the combination of school reforms, the Beacons project efforts, and other city-wide efforts to address problems. (pp. 47-55)

(Relevant reference: Cahill, M., Perry, J., Wright, M., & Rice, A. (1993). *A documentation report of the New York Beacons initiative*. New York: Youth Development Institute.)

(2) ***Missouri's Caring Communities Initiative***

This is a partnership among five state agencies and several local communities and school districts. Starting in 1989 at Walbridge Elementary School in St. Louis, the initiative was expanded to over 50 sites in 1995. As described by Schorr, "Families in crisis are linked with intensive in-home supports and services. Children having difficulty at home or in school can get tutoring and attend afterschool programs and summer camps. For older children, the community center offers fitness classes, homework help, Ping-Pong and pool, and Saturday night dances. Karate classes instill discipline and allow older students to mentor and demonstrate their mastery to younger ones. ... A coherent set of support services is available, from short-term financial help to pre-employment training, GED classes, and respite nights. ... Many parents have become active in school parent organizations and volunteer work, and some hold jobs in the school. Others have come to see it as a refuge and comfortable place to spend time. . . . Perhaps the most striking part of the St. Louis program is how successfully professionals are working with community residents to purge the community of drug influence. . . . The initial success of Walbridge Caring Communities persuaded Governor Mel Carnahan to issue an executive order in November 1993 to institutionalize the changes, creating a new alliance to further the collaborative efforts of the agencies involved. Called the Family Investment Trust, it has a board of directors that includes five cabinet officers as well as community leaders. The trust is now a policy-setting body that serves as the vehicle for collaborative decision making and for technical assistance to help state agencies support community partnerships." Currently, the initiative is taking steps to improve the ways it is woven together with school reform throughout the state. (pp. 96-102)

(Relevant reference: Center for the Study of Social Policy (1996). *Profiles of Missouri's Community Partnerships and Caring Communities.* Washington, DC: Author.)

(cont.)

(3) ***Avancé***

This is a community-based early childhood program that focuses on two generations simultaneously in an effort to get young children from low-income families ready for school. The program began in San Antonio in 1973 and has spread to over 50 sites. As Schorr notes: "Through weekly home visits, parenting workshops, and family support centers with on-site nurseries and top-notch early childhood programs, parents who have felt overwhelmed, depressed, and powerless gain control of their lives and radically change their own and their children's prospects." The program encourages parents to make connections with neighbors and other families. They attend workshops where they learn to make simple, inexpensive toys that help stimulate learning at home. The program ". . . helps parents to complete their formal education, improve their English, and sometimes to control their anger. It also helps train and place them in jobs.... Avancé has won national acclaim not only for passing literacy from parent to child, but also for helping to reduce child abuse, mental health problems, and juvenile crime. In a population that had dropout rates of 70 and 80 and 90 percent, long-term follow-up studies show that 90 percent of Avancé children are graduating from high school and half go on to college" (pp. 238-239).

(Relevant reference: Shames, S. (1997). *Pursuing the dream: What helps children and their families succeed.* Chicago: Coalition.)

Among the school-based programs that link with community resources are:

(4) ***California's Healthy Start***

This program is not cited by Schorr. It is a school-based collaborative program that outreaches to community resources to bring them to or improve their linkages with the school. In many cases, the school creates a service hub for families such as a Family Resource or Parent Center. A major evaluation by SRI International focused on 65 sites funded in 1992 and 1993 with an emphasis on results for children and families and schools. In terms of collaboration, 97% of the collaboratives included members from county service agencies, 84% included representatives from other public sector organizations, such as juvenile justice and police, 97% included representatives from nonprofits and private business. Some of the findings:

- improved student grades for K-3 students
- increased attendance for K-3 students
- principals report a 3 % increase in standardized tests of reading and math
- mobility rates of students and families decreased by 12%
- increased number of families with health insurance
- decrease in reliance on emergency room use
- fewer incidents of treatment for illness or injury (suggesting better prevention)
- reports of need for food, clothing, and emergency funds decreased by half in most cases
- a reduced need for child care
- school staff at 67% of the sites reported increased parent interest in school-related activities
- declines in reported mental health related problems

(A full description of the evaluation results are presented in 4 volumes which are available from SRI International by calling (415) 859-5109.)

(cont.)

(5) ***Schools of the 21st Century*** and ***CoZi***

As originated by Ed Zigler and expanded to encompass the work of James Comer, both versions of this program use public schools as the site of full-day high-quality child care for 3-5 year olds and as the hub for a range of services. A sliding fee scale is used so that all children can be served regardless of family income. The model has been adopted by over 400 schools in 14 states; (the CoZi version is in about 14 sites). An evaluation of the CoZi model at a school in an elementary school in Virginia that serves low-income families found "higher test scores and a 97 percent attendance rate" (pp. 239-241)

(Relevant reference: Kagan, S.L. & Zigler, E. (Eds.) (1987). *Early schooling: The national debate.* New Haven: Yale University Press.)

Schorr (1997) concludes her analysis of the type of programs described above with what she suggest is an emerging new synthesis. She states: "The new synthesis rejects addressing poverty, welfare, employment, education, child development, housing, and crime one at a time. It endorses the idea that the multiple and interrelated problems . . . require multiple and interrelated solutions." She describes five neighborhood efforts as promising examples of "the current surge of community rebuilding:" (1) Baltimore's Community Building in Partnership in Sandtown-Winchester, (2) the Comprehensive Community Revitalization Program and the South Bronx Community Development Corporation, (3) the Savannah Youth Futures Authority, (4) Newark's New Community Corporation, and (5) empowerment zones (see Chapter 9).

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Appendix B

Needed: A Comprehensive, Multifaceted Continuum of Intervention

Policy-oriented discussions increasingly recognize the importance of multifaceted approaches that account for social, economic, political, and cultural factors that can interfere with development, learning, and teaching (Adelman & Taylor, 1993; California Department of Education, 1997; Carnegie Council on Adolescent Development, 1989; Center for Mental Health in Schools, 1996, 1997; Dryfoos, 1998; Schorr, 1997). As portrayed in Figure 1, major policies and practices for addressing such barriers can be categorized into five areas: (1) measures to abate economic inequities/restricted opportunities, (2) primary prevention and early age interventions, (3) identification and amelioration of learning, behavior, emotional, and health problems as early as feasible, (4) ongoing amelioration of mild-moderate learning, behavior, emotional, and health problems, and (5) ongoing treatment of and support for chronic/severe/ pervasive problems.

As also illustrated in Figure 1 and elaborated in Figures 2 and 3, the range of interventions can be appreciated by grouping them on a continuum from broadly focused primary prevention and approaches for treating problems early-after-onset through to narrowly focused treatments for severe/chronic problems. Such a continuum should encompass a comprehensive, multifaceted, and integrated continuum of community and school programs serving local geographical or catchment areas. Furthermore, it should reflect a holistic and developmental emphasis. The range of interventions focus on individuals, families, and the contexts in which they live, work, and play. A basic assumption is that the least restrictive and nonintrusive forms of intervention required to address problems and accommodate diversity should be used. Another assumption is that many problems are not discrete, and therefore, interventions that address root causes can minimize the trend to develop separate programs for every observed problem.

The potential array of preventive and treatment programs is extensive and promising. Figure 3 provides examples of relevant interventions (all of which imply systemic changes). These are grouped under six types of activities along the prevention to treatment continuum: (1) primary prevention to promote and maintain safety and physical and mental health, (2) preschool programs, (3) early school adjustment programs, (4) improvement and augmentation of regular support, (5) specialized staff development and interventions prior to referral for special help, and (6) intensive treatments. Included are programs designed to promote and maintain safety and wellness at home and at school, programs for economic enhancement, quality day care and early education, a wide range of supports to enable students to learn and teachers to teach, prereferral interventions, and systems of care for those

with severe and chronic problems. Gaps in the continuum of programs can be clarified through analyses of social, economic, political, and cultural factors associated with the problems of youth and from needs assessments and reviews of promising practices.

Unfortunately, implementation of the full continuum of programs with an extensive range of activities does not occur in most communities that must rely on underwriting from public funds and private organizations supported by charitable donations. Moreover, what programs are in place tend to be fragmented. And this means there is not the type of systemic collaboration that is essential to establishing interprogram connections on a daily basis and over time. Ultimately, such a continuum must include *systems of prevention, systems of early intervention* to address problems as soon after onset as feasible, and *systems of care* for those with chronic and severe problems (again see Figure 2). And each of these systems must be connected effectively. For example, the range of programs cited in Figure 3 can be seen as integrally related, and it seems likely that the impact of each could be exponentially increased through integration and coordination. Such connections may involve horizontal and vertical restructuring (a) between jurisdictions, school and community agencies, public and private sectors; among schools; among community agencies; and (b) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools)

In recent years, policy makers have been concerned about the relationship between limited intervention efficacy and the widespread tendency for complementary programs to operate in isolation. For instance, physical and mental health programs generally are not coordinated with educational programs, and programs are not coordinated over time. A youngster identified and treated in early education programs who still requires special support may or may not receive systematic help in the primary grades; and so forth. Failure to coordinate and follow through, of course, can be counterproductive (e.g., undermining immediate benefits and working against efforts to reduce subsequent demand for costly treatment programs). Limited efficacy seems inevitable as long as interventions are carried out in a piecemeal fashion. Indeed, a major breakthrough in the battle against learning, behavior, and emotional problems may result only when the full range of programs are implemented in a comprehensive and integrated fashion. Thus, there is increasing interest in moving beyond piecemeal strategies to provide a comprehensive, integrated, and coordinated programmatic thrust (e.g., Adelman, 1993, 1996a, 1996b; Adelman & Taylor, 1993, 1994, 1997; Greenwald, Hedges, & Laine, 1996; Hodgkinson, 1989; Kagan, 1990; Lawson & Briar-Lawson, 1997; Sailor & Skrtic, 1996).

Figure 1. Addressing barriers to development, learning, and teaching: A continuum of five fundamental areas for analyzing policy and practice.

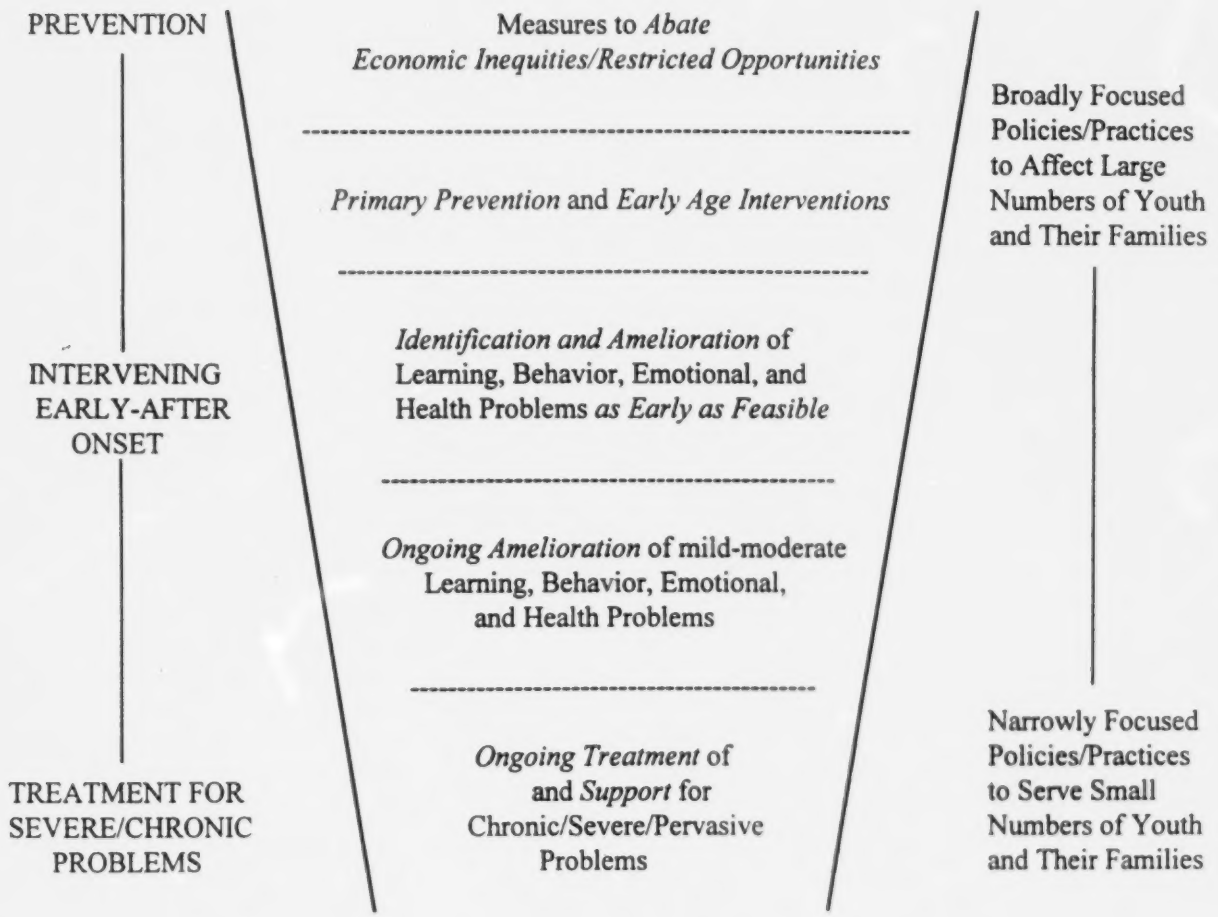
PREVENTION
INTERVENING EARLY-AFTER ONSET
TREATMENT FOR SEVERE/CHRONIC PROBLEMS
Measures to *Abate* *Economic Inequities/Restricted Opportunities*
Primary Prevention and *Early Age Interventions*
Identification and Amelioration of Learning, Behavior, Emotional, and Health Problems *as Early as Feasible*
Ongoing Amelioration of mild-moderate Learning, Behavior, Emotional, and Health Problems
Ongoing Treatment of and *Support* for Chronic/Severe/Pervasive Problems
Broadly Focused Policies/Practices to Affect Large Numbers of Youth and Their Families
Narrowly Focused Policies/Practices to Serve Small Numbers of Youth and Their Families

Figure 2. Interconnected systems for meeting the needs of all students.

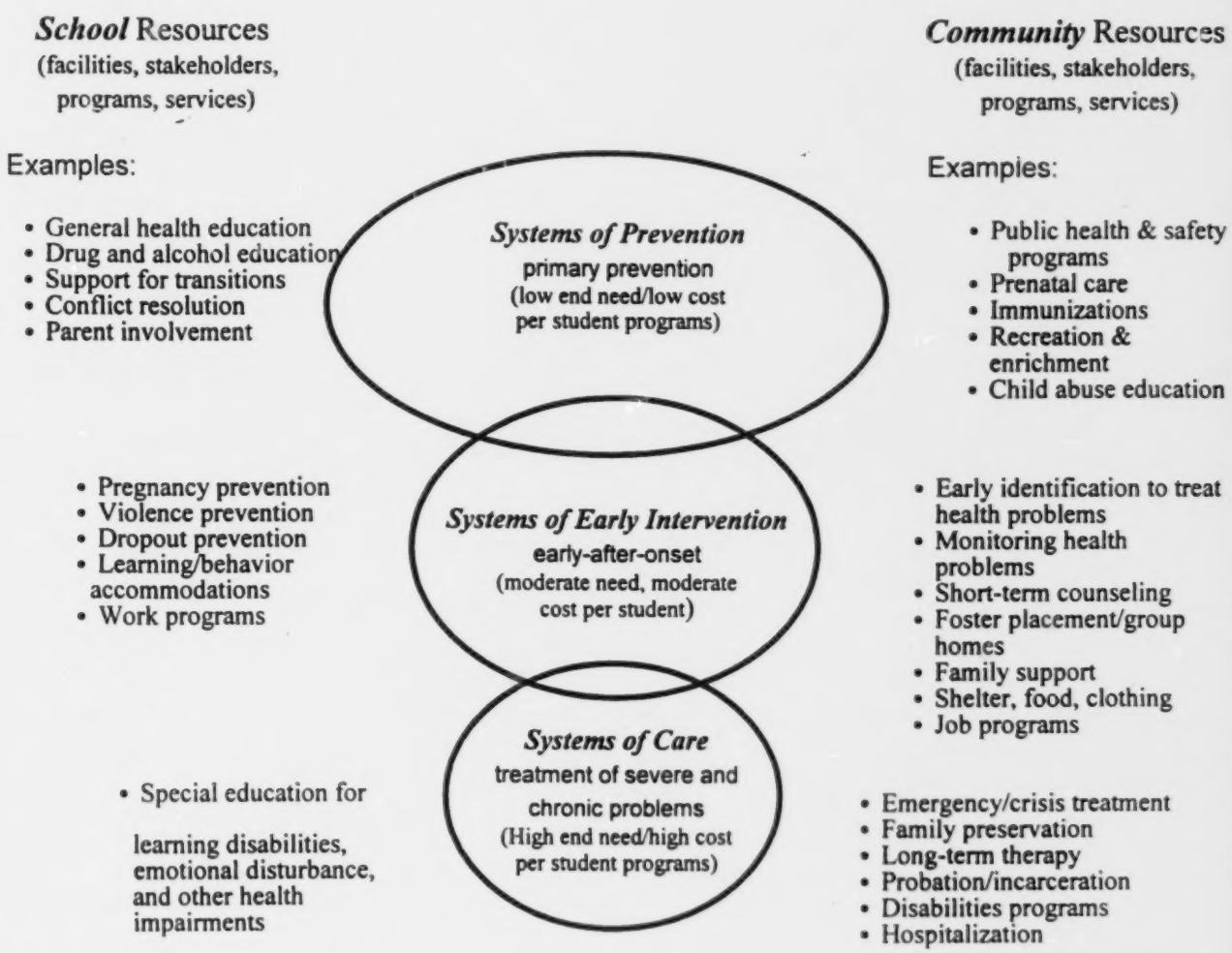

Figure 3. From Primary Prevention to Treatment of Serious Problems: A Continuum of Community-School Programs

Intervention Continuum	*Examples of Focus and Types of Intervention* (Programs and services aimed at system changes and individual needs)
Primary prevention	1. *Public health protection, promotion, and maintenance to foster opportunities, positive development, and wellness* • economic enhancement of those living in poverty (e.g., work/welfare programs) • safety (e.g., instruction, regulations, lead abatement programs) • physical and mental health (incl. healthy start initiatives, immunizations, dental care, substance abuse prevention, violence prevention, health/mental health education, sex education and family planning, recreation, social services to access basic living resources, and so forth)
Early-after-onset intervention	2. *Preschool-age support and assistance to enhance health and psychosocial development* • systems' enhancement through multidisciplinary team work, consultation, and staff development • education and social support for parents of preschoolers • quality day care • quality early education • appropriate screening and amelioration of physical and mental health and psychosocial problems
	3. *Early-schooling targeted interventions* • orientations, welcoming and transition support into school and community life for students and their families (especially immigrants) • support and guidance to ameliorate school adjustment problems • personalized instruction in the primary grades • additional support to address specific learning problems • parent involvement in problem solving • comprehensive and accessible psychosocial and physical and mental health programs (incl. a focus on community and home violence and other problems identified through community needs assessment)
	4. *Improvement and augmentation of ongoing regular support* • enhance systems through multidisciplinary team work, consultation, and staff development • preparation and support for school and life transitions • teaching "basics" of support and remediation to regular teachers (incl. use of available resource personnel, peer and volunteer support) • parent involvement in problem solving • resource support for parents-in-need (incl. assistance in finding work, legal aid, ESL and citizenship classes, and so forth) • comprehensive and accessible psychosocial and physical and mental health interventions (incl. health and physical education, recreation, violence reduction programs, and so forth) • Academic guidance and assistance • Emergency and crisis prevention and response mechanisms
	5. *Other interventions prior to referral for intensive, ongoing targeted treatments* • enhance systems through multidisciplinary team work, consultation, and staff development • short-term specialized interventions (including resource teacher instruction and family mobilization; programs for suicide prevention, pregnant minors, substance abusers, gang members, and other potential dropouts)
Treatment for severe/chronic problems	6. *Intensive treatments* • referral, triage, placement guidance and assistance, case management, and resource coordination • family preservation programs and services • special education and rehabilitation • dropout recovery and follow-up support • services for severe-chronic psychosocial/mental/physical health problems

An Example:
Comprehensive Approaches as Applied to Concerns about Social Promotion

Everyone understands the downside of social promotion. Why then did social promotion become de facto policy in so many schools? Because the alternative often is grade retention, and everyone knows the slippery slope that produces. As John Holt (1964) cautioned long ago, if we just focus on raising standards, we will see increasing numbers who can't pass the test to get into the next grade and the elementary and middle school classrooms will bulge and the "push out" rates will surge.

Even with widespread social promotion policies, retention is rampant. A recent American Federation of Teachers' report estimates that between 15 and 19 percent of the nation's students are held back each year and as many as 50% of those in large urban schools are held back at least once. With social promotion denied, estimates are that, for example, over 10,000 public school students in Chicago face retention, and over 70,000 in North Carolina could be retained for failing to meet promotion guidelines.

Last January, an newspaper editorial cautioned:

> *. . . we don't know yet how many students will be able to meet the higher expectations California is in the process of getting set for them. Some educators have guessed that more than half of the state's 5 million public school students will fail the tests, but nobody can say for sure. And there is plenty of debate about when and for how long students should be held back. The state will need to weigh the considerable risk that some students, particularly in the upper grades, will drop out rather than repeat another year. Will there be room in the state's many already overcrowded schools to house millions of students for another year or more? With the teacher shortage already a problem, who will teach them?*
>
> (from the *Sacramento Bee*)

The editorial might also have noted that

- research has not found long-term benefits from simply retaining students -- that is most students do not catch up and those who make some gains tend to lag behind again as they move to higher grades
- when students are kept back, they exhibit considerable reactance -- displaying social and mental health problems, such as negative attitudes toward teachers and school, misbehavior, symptoms of anxiety and depression, and so forth
- most schools are ill-prepared to respond with enough proactive programs to meet the academic, social, and emotional needs of students who are not ready to move on.

What's Missing?

School reformers are among the leading advocates for ending social promotion. In its place, the prevailing wisdom is to enhance students' desire to do well at school by instituting higher standards, improving instruction, and insisting on greater accountability. For those who need something more, the focus is on adding learning supports, such as tutoring, counseling, and summer school.

The concern arises: *Will schools provide enough support?* All districts can list a variety of learning supports they offer. Some are spread throughout the district; others are carried out at or linked to targeted schools. The interventions may be offered to all students in a school, to those in specified grades, to those identified as "at risk," and/or to those in need of compensatory education. The activities may be implemented in regular or special education classrooms and may be geared to an entire class, groups, or individuals; or they may be designed as "pull out" programs for designated students.

On paper, it often seems like a lot. It is common knowledge, however, that few schools come close to having enough. Most offer only bare essentials. Too many schools can't even meet basic needs.

Schools in poor neighborhoods are encouraged to link with community agencies in an effort to expand access to assistance. The problem with this emphasis on school-linked services is that there simply are not enough public resources to go around. Thus, as more schools try to connect with community agencies, they find all available resources have been committed. Agencies then must decide whether to redeploy resources among many schools. In either case, school-linked service only expand availability to a few students and families.

Families who have the means can go to the private sector for help. Those who lack the means must rely on public policy. The sad fact is that existing policy only provides enough learning supports to meet the needs of a small proportion of students. Thus, a fundamental component is missing from the mix of interventions necessary for avoiding retention of an overwhelming mass of students. Without attending to this deficiency in public policy, pendulum swings back and forth between social promotion and retention practices are inevitable and simply amount to political responses to public outcries.

What Should Schools Do?

The basic question that must be answered is: What should schools be doing to enable *all* students to learn and *all* teachers to teach effectively? A satisfactory answer is one that ensures reforms do more than promote the interests of youngsters who already are connecting with instruction. Schools must also address the needs of those encountering barriers to learning.

Although some youngsters have disabilities, the majority of learning, behavior, and emotional problems seen in schools stem from situations where *external barriers* are not addressed. The litany of barriers is all too familiar to anyone who lives or works in communities where families struggle with low income. Families in such neighborhoods usually can't afford to provide the many basic opportunities (never mind enrichment activities) found in higher income communities. Furthermore, resources are inadequate for dealing with such threats

to well-being and learning as gangs, violence, and drugs. In many instances, inadequate attention to language and cultural considerations and high rates of student mobility creates additional barriers not only to student learning but to efforts to involve families in youngsters' schooling. And, the impact of all this is exacerbated as youngsters internalize the frustrations of confronting barriers and the debilitating effects of performing poorly at school.

Along with raising standards, schools must move quickly to develop classroom and school-wide approaches to address barriers to learning and teaching. This means working with communities to build a continuum that includes (a) primary prevention and early-age programs, (b) early-after-onset interventions, and (c) treatments for severe and chronic problems. Such a continuum is meant to encompass programs to promote and maintain safety and physical and mental health, preschool and early school-adjustment programs, efforts to improve and augment ongoing social and academic supports, ways to intervene prior to referral for intensive treatment, and provisions for intensive treatment. Such activity must be woven into the fabric of every school. In addition, families of schools need to establish linkages in order to maximize use of limited school and community resources. Minimally, schools that eliminate social promotion must deal proactively with the eight concerns outlined on the following page.

Prevention -- Eliminating the Need for Social Promotion or Retention

Eliminating the need for both social promotion and retention is certainly an area that requires the proverbial ounce of prevention. Better yet, given the pervasiveness of barriers to learning, we could use several pounds of the stuff. To these ends, there is much of relevance in any public health agenda.

From a school perspective, success is a function of what a student can and wants to do, what a teacher can and wants to do, and the context in which they meet together each day. With respect to the student part of the equation, enhancing school readiness is a top priority. Most parents with the means to do so ensure their children have a wide range of quality experiences prior to entering kindergarten. The sad fact is that the majority of students who do not meet standards for promotion come from economically impoverished families. Until the society is willing to assist all those families who cannot access essential readiness experiences, too many students will continue to appear at school unready for the challenges ahead.

With respect to the teacher part of the equation, enhancing teacher readiness must become a top priority. Despite long-standing and widespread criticism, teacher education at both the preservice and inservice levels remains a sad enterprise. Little of what goes on in the "training" prepares teachers for the difficulties so many encounter at the school site. And the problem is exacerbated by increasing teacher shortages that cause districts to hire individuals with little or no training. All teachers, and especially novices, would benefit greatly from effective mentoring on-the-job, in contrast to sitting in course-oriented programs during off duty hours. Indeed, creating true master practitioner-apprentice relationships is the key to personalizing inservice education. Despite increasing recognition of this matter, however, true mentoring is not in wide use.

Eight Key Concerns for Schools as They Eliminate Social Promotion

Prevention

**Promoting Prekindergarten Interventions*

(e.g., home and community-oriented programs to foster healthy social-emotional-cognitive development; quality day care programs; quality Head Start and other preschool programs; health and human services)

**In-service for teachers*

(Even given smaller classes in some grades, the need remains for school-based in-service programs so that teachers can enhance strategies for preventing and minimizing barriers to learning and promoting intrinsic motivation for learning at school. A key aspect involves enhancing daily on-the-job learning for teachers through strong mentoring and increased collegial learning and assistance.)

**Support for Transitions*

(e.g., school-wide approaches for welcoming, orienting, and providing social supports for new students and families; articulation programs; enhanced home involvement in problem solving; ESL classes for students and those caretakers in the home who need them)

**School-Wide Programs Designed to Enhance Caring and Supportive School Environments*

(e.g., increasing curricular and extra-curricular enrichment and recreation programs; increasing the range of opportunities for students to assume positive roles)

Early-After-Onset Intervention

**Improving and Augmenting Regular Supports as Soon as a Student is Seen to Have a Problem*

(e.g., personalizing instruction; tutoring; using aides and volunteers to enhance student support and direction; mentoring for regular teachers regarding basic strategies for enhancing student support, introducing appropriate accommodations and compensatory strategies, and remedying mild-moderate learning problems; extended-day, after-school, Saturday, and summer school programs)

**Interventions for Mild-Moderate Physical and Mental Health and Psychosocial Problems*

(e.g., school-wide approaches and school-community partnerships to address these needs among the student body)

Provision for Severe and Chronic Problems

**Enhancing Availability and Access to Specialized Assistance for Persisting Problems*

(e.g., school-based and linked student and family assistance interventions, including special education)

**Alternative Placements*

In considering context, we must fully appreciate that learning and teaching takes place in several embedded environments: classroom, school, home, neighborhood. It seems self-evident that students and teachers need and deserve environments that are welcoming, supportive, caring, and that address barriers to learning. It is also clear that developing such environments requires effective home-school-community partnerships.

Early-After-Onset Interventions

Doing away with social promotion carries with it a responsibility to identify and provide added supports as soon as a student is seen as having problems. This is sometimes described as "just in time" intervention.

The process of identifying students who need extra assistance is not complicated. If asked, every teacher can easily point out those who are not performing up to existing standards. In some schools, the numbers already identified are quite large. The only thing accomplished by raising the standards is to increase the pool of youngsters who need extra assistance.

What is complicated is providing extra assistance -- especially in schools where large numbers are involved. Currently, in such situations, those with the least severe problems must wait until their problems become severe.

One key to improving early-after-onset responses is to provide teachers with mentors who can demon-strate how to design classrooms that match student motivational and developmental differences. Such mentoring focuses on strategies for personalizing classroom instruction, including creating small classes within big ones, using aides and volunteers to enhance student support and direction, and expanding ways to accommodate and compensate for diversity and disability.

With specific respect to accommodations, it is worth noting that Section 504 of the Rehabilitation Act of 1973 has been revitalized in the last few years. Along with the Individuals with Disabilities Education Act (IDEA), Section 504 is meant to ensure that individuals with disabilities are not discriminated against (see page 8 of this newsletter.) With the reauthorization of IDEA giving the inclusion movement a boost and with renewed interest in enforcing Section 504, there is enhanced emphasis on the topic of accommodations for those with disabilities. All this provides an invaluable window of opportunity not just to improve the ways school's accommodate individuals with disabilities, but how they accommodate *everyone*. To do so, would be in the spirit of Section 504, which after all is a piece of civil rights legislation.

By enabling the teacher to do more, it is reasonable to expect substantial reductions in the number of students who need a bit more support. Such reductions will make it more feasible to offer the remaining youngsters and families the specialized assistance they need. Such an approach also provides a functional strategy for identifying the small group of youngsters whose problems are severe and chronic and who thus require intensive interventions and may even need alternative placements.

Concluding Comments

If moves toward higher standards and eliminating social promotion are to succeed, every school needs a comprehensive and multifaceted set of interventions to prevent and respond to problems early-after-onset. Without such programs, these initiatives can only have a detrimental effect on the many students already not connecting with literacy instruction. Unfortunately, establishing such approaches is excruciatingly hard. Efforts to do so are handicapped by inadequate funding, by the way interventions are conceived and organized, and by the way professionals understand their roles and functions. For many reasons, policy makers currently assign a low priority to underwriting efforts to address barriers to learning. Such efforts seldom are conceived in comprehensive ways and little thought or time is given to mechanisms for program development and collaboration. Organizationally and functionally, policy makers mandate, and planners and developers focus on, specific programs. Practitioners and researchers tend to spend most of their time working directly with specific interventions and samples. Not surprisingly, then, programs to address learning, behavior, and emotional problems rarely are comprehensive, multifaceted, or coordinated with each other. The current state of practice cannot be expected to change without a significant shift in prevailing policies.

Of particular importance is school district policy. School boards and superintendents need to revisit the many fragmented and marginalized policies that are reducing the impact of programs and services designed to enable learning. If we are to do more than simply retain students, reform and restructuring efforts must encompass a "learning supports" (or "enabling") component. Such a component must be treated as a high priority so that it is integrated as an essential facet of all initiatives to raise student achievement.

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Appendix C

Thinking About Principles in Addressing Barriers to Learning

In a synthesis of key principles for effective frontline practice, Kinney, Strand, Hagerup, and Bruner (1994) caution that care must be taken not to let important principles simply become

> *the rhetoric of reform, buzzwords that are subject to critique as too fuzzy to have real meaning or impact . . . a mantra . . . that risks being drowned in its own generality.*

With this caution in mind, it is helpful to review the following phrases. They are offered simply to provide a sense of the philosophy guiding efforts to address barriers to development and learning.

- A focus on improving systems, as well as helping individuals
- Full continuum of interventions
- Activity clustered into coherent areas
- Comprehensiveness
- Integrated/cohesive programs
- Systematic planning, implementation, and evaluation
- Operational flexibility and responsiveness
- Cross disciplinary involvements
- Deemphasis of categorical programs
- School-community collaborations
- High standards-expectations-status
- Blend theory and practice
- Family-centered, holistic, and developmentally appropriate
- Consumer-oriented, user friendly
- Consumers should contribute
- Tailor to fit sites and individuals
- Embody social justice/equity
- Account for diversity
- Respect and appreciation for all parties
- Partnerships in decision making/shared governance
- Build on strengths
- Clarity of desired outcomes
- Accountability
- Self-renewing

*J. Kinney, K. Strand, M. Hagerup, & C. Bmner (1994). Beyond *the Buzzwords: Key Principles in Effective Frontline Practice*. Falls Church, VA: NCSI Information Clearinghouse.

(cont. on next page)

Appendix C (cont.)

The following list reflects guidelines widely advocated by leaders for reform.

An infrastructure must be designed to ensure that enabling activity

- includes a focus on prevention (including promotion of wellness), early-age interventions, early-after-onset interventions, and treatment for chronic problems,
- is comprehensive (e.g., extensive and intensive enough to meet major needs)
- is coordinated-integrated (e.g., ensures collaboration, shared responsibility, and case management to minimize negative aspects of bureaucratic and professional boundaries),
- is made accessible to all students (including those at greatest risk and hardest-to-reach),
- is of the same high quality for all,
- is user friendly, flexibly implemented, and responsive,
- is guided by a commitment to social justice (equity) and to creating a sense of community,
- uses the strengths and vital resources of all stakeholders to facilitate development of themselves, each other, the school, and the community,
- is designed to improve systems and to help individuals, groups, and families and other caretakers,
- deals with the child holistically and developmentally, as an individual and as part of a family, and with the family and other caretakers as part of a neighborhood and community (e.g., works with multigenerations and collaborates with family members, other caretakers, and the community),
- is tailored to fit distinctive needs and resources and to account for diversity,
- is tailored to use interventions that are no more intrusive than is necessary in meeting needs (e.g., the least restrictive environment)
- facilitates continuing intellectual, physical, emotional and social development, and the general well being of the young, their families, schools, communities, and society,
- is staffed by stakeholders who have the time, training, skills and institutional and collegial support necessary to create an accepting environment and build relationships of mutual trust, respect, and equality,
- is staffed by stakeholders who believe in what they are doing,
- is planned, implemented, evaluated, and evolved by highly competent, energetic, committed and responsible stakeholders.

Furthermore, infrastructure procedures should be designed to

- ensure there are incentives (including safeguards) and resources for reform,
- link and weave together (1) enabling activity that is owned by the schools and (2) community public and private resources,
- interweave the Enabling Component with the Instructional and Management Components of school and community,
- encourage all stakeholders to advocate for, strengthen, and elevate the status of young people and their families, schools, and communities,
- provide continuing education and cross-training for all stakeholders,
- provide quality improvement and self-renewal,
- demonstrate accountability (cost-effectiveness and efficiency) through quality improvement evaluations designed to lead naturally to performance-based evaluations.

Appendix D

Scale-up: Replicating New Approaches Throughout a School District

Efforts to restructure how schools operate require much more than implementing demonstrations at a few sites. Improved approaches are only as good as a school district's ability to develop and institutionalize them on a large scale. This process often is called diffusion, replication, roll out, or scale-up.

For the most part, education researchers and reformers have paid little attention to the complexities of large-scale diffusion. Furthermore, leadership training has given short shrift to the topic of scale-up. Thus, it is not surprising that proposed systemic changes are not accompanied with the resources necessary to accomplish the prescribed changes throughout a school-district in an effective manner. Common deficiencies include inadequate strategies for creating motivational readiness among a critical mass of stakeholders, especially principals, teachers, and parents, assignment of change agents with relatively little specific training in facilitating large-scale systemic change, and scheduling unrealistically short time frames for building capacity to accomplish desired institutional changes.

The following presentation highlights a framework for systemic change and discusses some major lessons learned from recent efforts.

Overview of Phases and Major Tasks of Scaling-Up

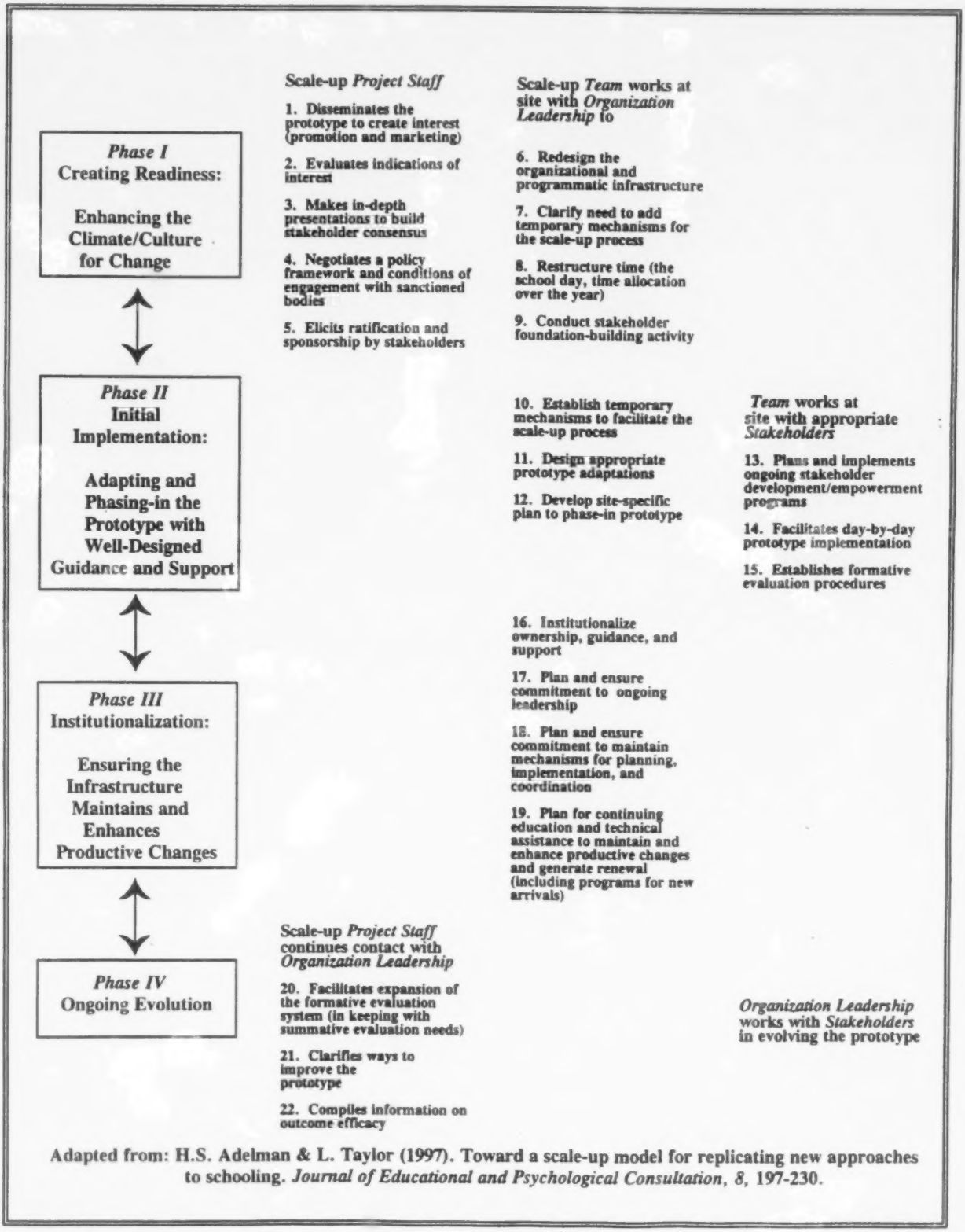
In reading the following, think about the enabling component as described in Appendix B. Assuming the model is reasonably cost-effective and that a school-district wants to adopt/adapt it, the problem becomes one of how to replicate it at every school. For widespread school change to occur, a complex set of interventions is required. For this to happen effectively and efficiently, the interventions must be guided by a sophisticated scale-up model that addresses substantive organizational changes at multiple levels.

A scale-up model is a tool for systemic change. It addresses the question "How do we get from here to there?". Such a model is guided by a vision of organizational aims and is oriented toward results. We conceive scale-up as encompassing four overlapping phases: (1) *creating readiness* -- by enhancing a climate/culture for change, (2) *initial implementation* -- whereby replication is carried out in stages using a well-designed guidance and support infrastructure, (3) *institutionalization* -- accomplished by ensuring there is an infrastructure to maintain and enhance productive changes, and (4) *ongoing evolution* -- through use of mechanisms to improve quality and provide continuing support.

To initiate and guide prototype replication, a scale-up *mechanism* is needed. One way to conceive such a mechanism is in terms of a scale-up *project*. Such a project provides a necessary organizational base and skilled personnel for disseminating a prototype, negotiating decisions about replication, and dispensing the expertise to facilitate scale-up. A scale-up project can dispense expertise by sending out a scale-up *team* consisting of project staff who, for designated periods of time, travel to replication sites. A core team of perhaps two-to-four project staff works closely with a site throughout the replication process. The team is augmented whenever a specialist is needed to assist with a specific element, such as new curricula, use of advanced technology, or restructuring of education support programs. Scaling-up a comprehensive prototype almost always requires *phased-in* change and the addition of *temporary infrastructure mechanisms* to facilitate changes.

Figure 1 briefly highlights specific tasks related to the four phases of scale-up. Each task requires careful planning based on sound intervention fundamentals.

Figure 1. Scale-up: Phases and Major Tasks


Phase I
Creating Readiness:
Enhancing the Climate/Culture for Change
Phase II
Initial Implementation:
Adapting and Phasing-in the Prototype with Well-Designed Guidance and Support
Phase III
Institutionalization:
Ensuring the Infrastructure Maintains and Enhances Productive Changes
Phase IV
Ongoing Evolution
Scale-up Project Staff
1. Disseminates the prototype to create interest (promotion and marketing)
2. Evaluates indications of interest
3. Makes in-depth presentations to build stakeholder consensus
4. Negotiates a policy framework and conditions of engagement with sanctioned bodies
5. Elicits ratification and sponsorship by stakeholders
Scale-up Team works at site with Organization Leadership to
6. Redesign the organizational and programmatic infrastructure
7. Clarify need to add temporary mechanisms for the scale-up process
8. Restructure time (the school day, time allocation over the year)
9. Conduct stakeholder foundation-building activity
10. Establish temporary mechanisms to facilitate the scale-up process
11. Design appropriate prototype adaptations
12. Develop site-specific plan to phase-in prototype
Team works at site with appropriate Stakeholders
13. Plans and implements ongoing stakeholder development/empowerment programs
14. Facilitates day-by-day prototype implementation
15. Establishes formative evaluation procedures
16. Institutionalize ownership, guidance, and support
17. Plan and ensure commitment to ongoing leadership
18. Plan and ensure commitment to maintain mechanisms for planning, implementation, and coordination
19. Plan for continuing education and technical assistance to maintain and enhance productive changes and generate renewal (including programs for new arrivals)
Scale-up Project Staff continues contact with Organization Leadership
20. Facilitates expansion of the formative evaluation system (in keeping with summative evaluation needs)
21. Clarifies ways to improve the prototype
22. Compiles information on outcome efficacy
Organization Leadership works with Stakeholders in evolving the prototype

Adapted from: H.S. Adelman & L. Taylor (1997). Toward a scale-up model for replicating new approaches to schooling. *Journal of Educational and Psychological Consultation, 8,* 197-230.

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Phase I -- Creating Readiness: Enhancing the Climate for Change

In most organizations, mandated changes often lead to change in form rather than substance. Substantive systemic change requires patience and perseverance. Efforts to alter an organization's culture evolve slowly in transaction with the specific organizational and programmatic changes. Early in the process the emphasis is on creating an official and psychological climate for change, including overcoming institutionalized resistance, negative attitudes, and barriers to change. New attitudes, new working relationships, new skills all must be engendered, and negative reactions and dynamics must be addressed.

Creating readiness for reforms involves tasks designed to produce fundamental changes in the culture that characterizes schools. Substantive reform is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. Thus, one of the first concerns is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for proceeding in ways that establish and maintain an effective match with the motivation and capabilities of involved parties. In this respect, a review of the literature clarifies the value of (a) a high level of policy and leadership commitment that is translated into an inspiring vision and appropriate resources (leadership, space, budget, time), (b) incentives for change, such as intrinsically valued outcomes, expectations for success, recognitions, rewards, (c) procedural options that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable, (d) a willingness to establish an infrastructure and processes that facilitate change efforts, such as a governance mechanism that adopts strategies for improving organizational health -- including one that enhances a sense of community, (e) use of change agents who are perceived as pragmatic -- maintaining ideals while embracing practical solutions, (f) accomplishing change in stages and with realistic timelines, (g) providing feedback on progress, and (h) institutionalizing support mechanisms to maintain and evolve changes and to generate periodic renewal.[1]

In terms of specific tasks associated with creating readiness, the first involves disseminating the prototype and pursuing activities to build interest and consensus for change. Decisions follow about specific sites for replication. Then, steps are taken to negotiate a policy framework and agreements for engagement. This is followed by activity to modify the institutional infrastructure at chosen sites to fit the prototype and address replication needs. All these tasks should be accomplished with a process that reflects understanding of the nature of the organization and its stakeholders, involves stakeholders in making substantive decisions and in redesigning those mechanisms that constitute the organizational and programmatic infrastructure, clarifies personal relevance when identifying the potential benefits of change, elicits genuine public statements of commitment, and empowers and creates a sense of community.

Creating a climate for change requires appreciation of the roles played by vision and leadership for change, policy direction, support, safeguards for risk-taking, and infrastructure redesign. Each of these topics is discussed briefly below.

Vision and Leadership

Any major reform begins with a vision of what a desired new approach would look like and an understanding of how to facilitate necessary changes. One without the other is insufficient. Leaders have a triple burden as they attempt to improve approaches for addressing barriers to learning and teaching. The first is to ensure that substantive organizational and programmatic restructuring are considered; the second is to build consensus for change; finally, they must pursue effective implementation -- including specific strategies for financing, establishing, maintaining, and enhancing productive changes.

Examples of key objectives at this stage include clarifying potential gains without creating unrealistic expectations, delineating costs without seriously dampening expectations about benefits, offering incentives that mesh with intrinsic motives, and conveying the degree to which a prototype can be adapted while emphasizing that certain facets are essential and nonnegotiable. A thread running

through all this is the need to stimulate increasing interest or *motivational readiness* among a sufficient number of stakeholders. To clarify the point: Successful change at any level of education restructuring requires the committed involvement of a critical mass of policy makers, staff, and parents. Almost any promising idea or practice for improving students' reading and writing performance may find a receptive audience among a small group. Many more individuals, however, are likely to remain politely unresponsive and reluctant to make changes, and some will be actively resistant. Thus, leaders are confronted with the task of shifting the attitudes of a significant proportion of those who appear reluctant and resistant.

The next step involves deciding about which sites to begin with. Criteria for making such decisions try to balance immediate concerns about a site's current level of readiness (including analyses of potential barriers) and the likelihood of success over the long run. For instance, in making initial judgements about the appropriateness of a potential site, we gather information about: How likely is it that a critical mass of decision makers will commit to allocating sufficient finances, personnel, time, and space? How likely is it that a critical mass of stakeholders will develop sufficient motivational readiness and appropriate levels of competence? With respect to the most influential stakeholders, will enough be supportive or at least sufficiently committed not to undermine the process? Do enough youngsters at a site fit the profile of students for whom the program model was designed? As these questions illustrate, most initial selection criteria reflect general considerations related to any diffusion process. More specific criteria emerge during the negotiation process. For example, a principal may be attracted by the idea of establishing a program that brings in volunteer reading tutors, but in subsequent discussions with teachers, union concerns may arise that require arbitration.

Policy

Substantive restructuring is unlikely without the adoption of new policies at all relevant jurisdictional levels (Spillane, 1998). Moreover, such policies must elevate desired reforms so that they are not seen simply as demonstrations, pilot projects, passing fads, or supplementary efforts. When reforms are not assigned a high priority, they tend to be treated in a marginalized manner (Center for Mental Health in Schools, 1998). This continues to be the fate of programs such as Head Start, Even Start, and many other approaches to enhancing school readiness and literacy. Relatedly, efforts must be made to revoke policies that preserve an unsatisfactory status quo (see critique of remedial reading programs by Dudley-Marling & Murphy, 1997).

Lasting reform requires processes that ensure *informed commitment, ownership, and on-going support* on the part of policy makers. This involves strategies to create interest and formalize agreements about fundamental changes. Local ownership is established through solid policy commitments, well-designed infrastructure mechanisms, allocation of adequate resources (e.g., finances, personnel, space, equipment) to operationalize the policy, and restructuring of time to ensure staff involvement in adapting the prototype to the setting. We find three steps are essential: (1) building on introductory presentations to provide indepth information and understanding as a basis for establishing consensus, (2) negotiation of a policy framework and a set of agreements for engagement -- including a realistic budget, and (3) informed and voluntary ratification of agreements by legitimate representatives of all major stakeholders.

For any program, there are principles, components, elements, and standards that define its essence and thus must be agreed to as a first condition for engagement. Equally important are fundamental scale-up considerations that are nonnegotiable, such as the need for temporary mechanisms to facilitate change. Once essentials are agreed on, all other matters are negotiable.

Informed commitment is strengthened and operationalized through negotiating formal agreements at each jurisdictional level and among various stakeholders. Policy statements articulate the commitment to a program's essence. Memoranda of understanding and contracts specify agreements about such matters as funding sources, resource appropriations, personnel functions, incentives and safeguards for risk-taking, stakeholder development, immediate and long-term commitments and timelines, accountability procedures, and so forth.

Scale-up is aided when the decision to proceed is ratified by sanctioned representatives of stakeholder groups. Developing and negotiating policies, contracts, and other formal agreements is a complex business. We find that addressing the many logistics and legalities requires extensive involvement of a small number of authorized and well-informed stakeholder representatives. Thus, in pursuing these tasks, our commitment to include everyone moves from a town hall approach to a representative democratic process with enfranchised representatives reporting back frequently to their constituencies. At first, endorsement is in principle; over time, it is manifested through sustained support. When ratification reflects effective consensus building, scale-up efforts benefit from a broad base of informed commitment, ownership, and active sponsorship. These attributes are essential in ensuring requisite support and protections for those who must bear the burden of learning new ways and who risk dips in performance and productivity while doing so.

Redesigning Infrastructure

After agreements are ratified, a *scale-up team* can begin its work (again see Figure 1). A central challenge at every jurisdictional level is redesign of regular mechanisms and processes used to make and implement decisions. These modifications ensure ownership, support, participation, and address specific concerns associated with scale-up.

Five fundamental facets of the ongoing infrastructure of schools that are the focus of redesign are (1) governance, (2) planning and implementation associated with specific organizational and program objectives, (3) coordination and integration to ensure cohesive functioning, (4) daily leadership, and (5) communication and information management. A common example of the need for infrastructure modification is seen in the trend to increase school stakeholders' collaboration, participation, and influence. One implication is that governance mechanisms will be altered to redistribute power. A major problem, of course, is how to *empower* additional stakeholder groups *without disempowering* those who have essential responsibilities and abilities related to the educational enterprise. In addition, it is one thing to offer "partnerships" to stakeholders such as parents, students, staff, and community agency representatives; it is another thing to create conditions that allow for effective participation. One such condition involves translating capacity building activity into comprehensive programs for stakeholder development.

The necessity of all this can be appreciated by thinking about introducing a comprehensive approach for improving student achievement (Stringfield, Ross, & Smith, 1996). Such approaches involve major systemic changes that encompass intensive partnerships with parents (or their surrogates) and with various entities in the community, such as libraries, youth development programs, businesses, the faith community, and so forth. Substantive partnerships require a true sharing of leadership, blending of resources, and leadership training for professionals and nonprofessionals alike. In communities where many parents have little or no connection to the school, major outreach efforts are inevitable prerequisites to increasing home involvement in school reform. Parent outreach, of course, has not been very successful in many neighborhoods. Our experience suggests that a necessary first step in most cases is to offer programs and services that assist the family in meeting its most pressing needs. Furthermore, there is the matter of building parent competence to deal with planning reforms and restructuring schools, and for low income families, there is a need to find ways to pay parents for the time they devote to serving on governance and other committees.

Time is one of the most critical elements determining the success of scale-up. Even if a prototype doesn't call for restructuring the school day, the scale-up process does. Substantial blocks of time are needed for stakeholder capacity building and for individual and collective planning (National Education Commission on Time and Learning, 1994). Particularly critical is the need for freeing-up teachers to learn new approaches. For example, efforts to make important revisions in school programs seem consistently undermined by not providing enough time during the school day for the mentoring of teachers and by the difficulty of carving out sufficient time to teach parents how to help their children. Clearly, a nonnegotiable condition for engagement is a realistic plan for ensuring time to plan and build capacity.

Lessons Learned

Complex interventions, of course, seldom are implemented in a completely planned and linear manner. The many practical and unforeseen events that arise require flexible, problem solving Articulation of a scale-up model can guide planning, but those facilitating the process must be prepared to capitalize on every opportunity that can move the process ahead.

Among the most fundamental lessons learned in carrying out Phase 1 has been the tendency of all parties to set actions into motion without taking sufficient time to lay the foundation needed for *substantive* change. In marketing new ideas, it is tempting to accentuate their promising attributes and minimize complications. In negotiating agreements, policy makers at a school site frequently are asked simply for a go-ahead rather than for their informed commitment. Sometimes they assent mainly to get extra resources; sometimes they are motivated by a desire to be seen by constituents as doing *something* to improve the school. This all tends to produce pressures for premature implementation that results in the form rather than the substance of change -- especially when administrators are under the gun of political accountability measures that make unrealistic demands for quick and dramatic results in students' reading scores.

Although formulation of policy and related agreements take considerable time and other resources, their importance cannot be overemphasized. Failure to establish and successfully maintain substantive reforms in schools probably is attributable in great measure to proceeding without strong and clear policy support.

Another unfortunate trend we have found is the omission of indepth planning for ongoing capacity building for change agents and team members. Mechanisms function only as well as the personnel who operate them. Such personnel must be recruited and developed in ways that ensure appropriate motivation and capability, and sufficient time must be redeployed so they can learn and carry out new functions effectively (Peterson, McCarthey, & Elmore, 1996). All changes require constant care and feeding. Those who steer the process must be motivated and competent -- not just initially but over time. The complexity of systemic change requires close monitoring of mechanisms and *immediate* follow-up to address problems. In particular, it means providing continuous, personalized guidance and support to enhance knowledge and skills and counter anxiety, frustration, and other stressors. To these ends, adequate resource support must be provided (time, space, materials, equipment), opportunities must be available for increasing ability and generating a sense of renewed mission, and personnel turnover must be addressed quickly. All stakeholders can benefit from efforts designed to increase levels of competence and enhance motivation for working together. Such efforts encompass four stages of stakeholder development: orientation, foundation-building, capacity-building, and continuing education.

There is no simple solution to the chronic problem of providing time for creating readiness, building capacity, and planning. Indeed, restructuring time represents one of the most difficult scale-up problems. Examples of how the problem might be addressed include freeing up staff by establishing opportunities for students to spend time pursuing activities such as music, art, and sports with specialists or supervised by aides and community volunteers. Alternatively, school might start later or end earlier on a given day. As these examples suggest, any approach will be controversial, but if the problem is not addressed satisfactorily, successful replication of comprehensive prototypes is unlikely.

Phase II -- Initial Implementation of a Prototype

Initial implementation involves adapting and phasing-in a program with well-designed guidance and support. If there is anything certain about efforts to replicate a prototype, it is that the process is stressful. Some of the stress arises from the nature of the program; some is inherent in the process of organizational change. Coalitions must be developed, new working relationships established, disruptive rumors and information overload countered, and interpersonal conflicts resolved. Short-term frustrations must be kept in perspective vis à vis the reform vision. To help deal with all this, temporary mechanisms are added to the organizational infrastructure. They include (a) a site-based

steering mechanism to guide and support replication, (b) a change agent from the scale-up team working with site stakeholders on a change team to facilitate coalition building, problem solving, and conflict resolution; and (c) mentors and coaches to model and teach elements of the prototype. These structures are created to facilitate replication, and some are assimilated into a site's infrastructure at the end of the initial implementation phase to support institutionalization and ongoing evolution.

A scale-up team and steering group work at a site with the school's leadership, specific planning groups, and other stakeholders to formulate phase-in plans, steer program development, and generally provide guidance and support for change. Two major facets of this work are delineating a sequence for introducing major program elements and outlining strategies to facilitate implementation. Particular attention is given to how to start, with special emphasis on specifying structures and resources for guidance and support. For instance, in restructuring to better address barriers to learning, first steps at a school site involve creating processes to map, analyze, coordinate, and redeploy existing resources. Special change mechanisms such as an organization facilitator and a resource coordinating team are created to guide and support the activity (Adelman, 1993, 1996a, 1996b; Adelman & Taylor, 1997a, 1997b, 1998).

Throughout this phase, formative evaluation procedures are established to provide feedback for program development. As noted above, effective efforts to "reinvent" schools require ensuring that all involved have the time to develop and institutionalize a sound program and that they are not penalized for unavoidable missteps. As a prototype is phased-in, evaluation must not be thought of in terms of accountability. Major systemic changes can take years to develop. Outcome effectiveness is demonstrated after the program is in place. The purpose of evaluation at this stage is to guide revision and fine-tuning of processes. Formative evaluations gather and analyze information relevant to changes in planning processes, governance structures, and policies and resources; they also focus on implementation strategies and barriers, program organization and staffing, and initial outcomes. If things are not progressing satisfactorily, why not? What's the downside of the new approach?

Well-designed organizational support and guidance is needed to enhance productivity, minimize problems, and accommodate individual differences. This involves various forms of capacity building and personalized day-by-day facilitation. Intensive coaching with some follow-up consultation, for instance, are key processes; so are mentorship and technical assistance. Continuing education provides a critical vehicle for enhancing productive changes, generating renewal, and countering burn out. As new stakeholders arrive, technological tools can be particularly useful in helping them "catch-up." All this activity not only builds capacity, but can foster networking and other forms of task-related, social, and personal support, as well as providing a wide range of enrichment opportunities that enhance morale.

If the steps discussed to this point are done well, a sound foundation for initial implementation should be in place. This initial phase-in period can, however, consume considerable effort, create special problems, and may yield a temporary drop in some performance indicators. Good day-by-day facilitation aims at minimizing such negative impact by effectively addressing stakeholder motivation and capability and overcoming barriers to productive working relationships.

Lessons Learned

Failure to take sufficient time to create readiness (Phase 1) can result in implementing the form rather than the substance of a prototype. For example, we find that change agents frequently are sent into schools before essential policy support is enacted and before school leaders have assimilated and decided to support reforms. Teams are convened to assist with reforms (plan, coordinate, develop new approaches), but the absence of supportive policy means substantive changes are not accomplished. As a result, the initial motivation of many key team members wanes and other counterproductive dynamics arise. All of this seems inevitable when initial implementation proceeds without adequate policy support.

Even in situations where sufficient readiness is created, difficulties frequently arise because of failure to keep enough stakeholders consistently moving in the direction of desired outcomes. Comprehensive change usually is achieved only when fairly high levels of positive energy can be mobilized over extended periods of time among a critical mass of stakeholders, sustained energy is appropriately directed, the process is supported with ongoing and well-conceived capacity building, and individuals are not pushed beyond their capabilities. And because low and negative motivation are related to resistance to change and poor functioning, matching motivation is a first-order consideration. That is, scale-up efforts must use strategies designed to *mobilize and maintain proactive effort* and *overcome barriers to working relationships*. As in personalizing instruction, approximating a good motivational fit also requires matching capabilities, such as starting with fewer elements at sites at which resources are limited and accounting for variability in stakeholders' competence. Over and over, we find too little attention is paid to these matters. The result is failure to create an "environment" that mobilizes, directs, and then maintains stakeholder involvement.

As with students, the problem can be conceived as that of maintaining an appropriate match between the demands of the situation and individual motivation and capabilities. In this respect, we think the construct of *personalization* offers a concept around which to organize thinking about facilitating change. Personalization calls for systematically planning and implementing processes focused not only on knowledge and skills but attitudes. In particular, it emphasizes the importance of a primary and constant focus on ensuring positive attitudes. Mobilization probably is best facilitated when procedures are perceived by individuals as good ways to reach desired outcomes. This requires processes that can instigate and enhance an individual's perceptions of valued opportunities, choice and control, accomplishment, and relatedness to others. Even if a task isn't enjoyable, expectation of feeling some sense of satisfaction related to process or outcome can be a powerful intrinsic factor motivating individual behavior. Task persistence, for example, can be facilitated by the expectation that one will feel competent, self-determining, or more closely connected to others. From this perspective, ensuring individuals have valued options, a meaningful role in decision making, feedback that emphasizes progress toward desired outcomes, and positive working relationships are among the most basic facilitation strategies (Adelman & Taylor, 1993b, 1994; Deci & Ryan, 1985).

One other initial implementation problem that often arises is difficulty in establishing mechanisms to facilitate productive working relationships and identify and deal with problems quickly. For example, it is expected that change agents will encounter many instances of individual resistance and apathy, interpersonal conflicts and resentments (including "us vs. them" dynamics), rumors that overemphasize the negative and underestimate the positive, and individuals who are frequent faultfinders. Such problems seriously impede effective replication. The roots of some of these problems often are present at a site prior to scale-up; change simply offers a new focus and perhaps magnifies troubling matters. Other problems are a direct product of the activities and relationships that the scale-up process engenders. Given the inevitability of such problems, building and maintaining working relationships need to be among the most basic concerns for those who have responsibility for scale-up. In particular, considerable attention must be paid to enhancing the motivational readiness and capability of those who are to work together and ensuring there is an appropriate infrastructure to guide and support working relationships. Proactively, this requires problem prevention mechanisms that help create an atmosphere where defensiveness is curtailed and positive rapport is engendered. The point is to enhance attitudes, knowledge, and skills that foster interpersonal connections and a sense of community. Reactively, the emphasis is on problem solving, resolving conflict, and providing ongoing support to rebuild relationships. Policies must encourage problem solving oriented critiques, safeguards that protect those making changes, appreciation for effort, and celebration of progress. We find that everyone understands such matters, but the culture at many school sites is more attuned to problem naming and analyzing than to anticipating, preventing, and solving problems that arise around working relationships.

Those responsible for systemic change need to spend as much time as necessary ensuring that a school's infrastructure is ready to prevent and ameliorate problems. Special attention must be paid to ensuring that problem solving mechanisms and communication processes are in place and properly staffed and that stakeholders are well informed about how to use the procedures.

Furthermore, some stakeholders may have to be encouraged to interact in ways that convey genuine empathy, warmth, and mutual regard and respect with a view to creating and maintaining a positive working climate and a psychological sense of community.

At times, we find it necessary to target a specific problem and designated persons. In some instances, rather simple strategies are effective. For example, most motivated individuals can be directly taught ways to improve understanding and communication and avoid or resolve conflicts that interfere with working relationships. In other instances, however, significant remedial action is necessary -- as when overcoming barriers to a working relationship involves countering negative attitudes. Helpful in this regard are analyses, such as that by Sue and Zane (1987), which suggest how to demonstrate that something of value can be gained from individuals working together and how to establish each participant's credibility (e.g., by maximizing task-focus and positive outcomes).

Phase III -- Institutionalizing the Prototype

Maintaining and enhancing changes can be as difficult as making them in the first place. The history of education reform is one of failure to foster promising prototypes in substantive ways and over an extended period of times (Tyack & Cuban, 1995). *Institutionalizing a prototype* entails ensuring that the organization assumes long-term ownership and that there is a blueprint for countering forces that can erode the changes. Moreover, institutionalization is more than a technical process. It requires assimilation of and ongoing adherence to the values inherent in the prototype's underlying rationale. The focus, of course, is not just on maintenance; the point is to move forward by enhancing productive changes and generating a sense of renewal as needed. Critical in all this are specific plans that guarantee ongoing and enhanced leadership and that delineate ways in which planning, implementation, coordination, and continuing education mechanisms are maintained.

Some Major Tasks

Whose responsibility is it to advocate for maintaining and evolving a replicated prototype? As problems arise, whose responsibility is it to lead the way in resolving them? Leadership is the key here -- official leaders such as administrators, mentor staff, union chapter chairs, and elected parent representatives and also natural leaders such as reading and writing teachers. (Obviously, official and natural leaders are not mutually exclusive groups.) At this phase, both types of leadership are essential to ensure a broad enough base for ongoing advocacy, problem solving, enhancement, and renewal. Official leaders provide a legitimate power base as various interests compete for the organization's limited resources, and they play a key role in ensuring that the contributions of natural leaders are recognized and rewarded.

Maintenance and enhancement require that the organization's governance body assumes ownership and program advocacy, such as taking over the temporary steering group's functions, addressing ongoing policy and long-range planning concerns, and maintaining financial support. The foundation for such ownership is laid during the readiness phase. Each element becomes the organization's property as it is established during initial implementation. The official "deed" of ownership is transferred as soon as the prototype is in place.

Ownership, however, is no guarantee of institutionalization. Various forces that can erode reforms always are at work. For instance, teams at a site experience turnover; problems with communication and sharing of resources are chronic; competing interests and the attractiveness of moving on to something new pull attention and resources to other activity. To minimize such problems, steps must be taken to identify and solve them as quickly as is feasible. This requires someone who has the time, energy, and expertise to meet periodically with stakeholders to anticipate and ameliorate threats to a prototype's integrity.

Over time, mechanisms for planning, implementation, and coordination are maintained by ensuring the activity is an official part of the infrastructure, has appropriate leadership, and is effectively supported. Anyone who has worked on a school-based team knows there must be a critical mass of team members so that the work load is manageable and to ensure a broad base of involvement. Also

essential are adequate resources -- including time to learn the role and time to perform the functions, reasonably interesting tasks, technical support for problem solving, recognition and rewards for contributions, immediate replacement when someone leaves, continuing education to enhance team functioning, and so forth. Without serious attention to such matters, the teams' morale and motivation will wane.

Lessons Learned

Newly institutionalized approaches are seriously jeopardized in the absence of dedicated, ongoing capacity-building. Of particular importance are ways to rapidly and effectively assimilate new arrivals at a school (staff, students, families). This is a major concern at sites with considerable turnover or growth. At such sites, the majority of those initially involved in implementing a new approach may be gone within a period of two to three years. Whatever the mobility rate, it is essential to design and maintain transition programs for new arrivals. Initial welcoming and introductory orientations, of course, must be followed-up with ongoing support systems and intensive capacity building related to understanding and valuing the approaches the school has adopted. We find that all this is essential not only to maintain what has been adopted, but also can contribute to establishing schools as caring environments.

Phase IV -- Ongoing Evolution

Ongoing evolution of organizations and programs is the product of efforts to account for accomplishments, deal with changing times and conditions, incorporate new knowledge, and create a sense of renewal as the excitement of newness wears off and the demands of change sap energy. As suggested already, in part, vigor and direction can be maintained through continuing education -- especially exposure to ideas that suggest a range of ways for evolving a program. As the following discussion indicates, ongoing evolution also is fostered by evaluation designed to document accomplishments and provide feedback designed to improve quality.

Increased concern over accountability has advanced the way evaluation is conceived (Posavac & Carey, 1989; Rossi & Freeman, 1989; Scriven, 1993; Sechrest & Figueredo, 1993; Shadish Jr., Cook, & Leviton, 1991; Stake, 1967, 1976; Stufflebeam & Webster, 1983; Weiss, 1995). At the same time, social and political forces literally have shaped the whole enterprise and in the process have narrowed the way professionals, clients, policymakers, underwriters, and the general public think about *program* evaluation. A prevailing cry is for specific evidence of effectiveness. For schools, this means immediate gains on achievement tests. Although understandable in light of the unfilled promise of so many programs and the insatiable demands on limited public finances, such simplistically conceived accountability demands ignore the complexities of developing and scaling-up major reforms.

Formative and Summative Evaluation

Evaluation of a prototype involves more than determining efficacy for students. Broadly stated, it encompasses concerns about how to expand the focus of evaluative research not only to contribute to improving practice, but also to aid in evolving practice and policy (General Accounting Office, 1989; Lyon & Moats, 1997). To facilitate program development and organizational change the primary orientation for evaluation in the early phases, is formative -- especially focused on data gathering and analyses that can help improve procedures. Most of what is written about educational and psychosocial intervention, however, is oriented to summative evaluation and to measuring outcomes for individuals, such as improved reading achievement scores. Replicating approaches to improve learning involve not only changing individuals but changing organizations and systems. Thus, both individuals and systems must be evaluated.

All this presumes appropriate mechanisms to provide and analyze essential information. To these ends, a scale-up staff can help establish an evaluation team and capacity building that prepares a school to conduct evaluation that enhances reforms. The immediate focus is on successful program replication; ultimately, of course, the emphasis must be on student outcomes.

Pursuing Results

Because of the increased interest in accountability, many complex aims are broken down into specific objectives. Indeed, short-range *objectives* stated in measurable terms generally assume a central role in planning. However, short-range objectives are not ends in themselves; they are a small part of a particular goal and aim and sometimes are prerequisites for moving on to a goal. It is essential not to lose sight of the fact that many specific objectives are relatively small, unrepresentative, and often unimportant segments of the most valued aims society has for its citizens -- and that citizens have for themselves.

The problem is well exemplified by the narrow focus found in reviews, analyses, and reanalyses of data on early education (e.g., see Albee & Gullotta, 1997; Bond & Compas, 1989; Dryfoos, 1990; Durlak, 1995; Elias, 1997; Mitchell, Seligson, & Marx, 1989; Schorr, 1988; Slavin, Karweit, & Madden, 1989; Weissberg, Gullotta, Hamptom, Ryan, & Adams, 1997). As such work demonstrates, overemphasis on evaluating the efficacy of underdeveloped prototypes draws resources away from formative evaluation.

With specific respect to scale-up, the first accomplishment is the replication itself: Have all facets been implemented? How completely has each been implemented? at how many locations?. The next set of results are any indications of progress for students, such as improvements in attitudes toward school, health, attendance, behavior, and academic achievement. A final set of evaluation concerns is the degree to which student outcomes approximate societal standards.

Lessons Learned

The process of evaluating results is costly in terms of financial investment, the negative psychological impact on those evaluated, and the ways it can inappropriately reshape new approaches. Cost-effective outcomes cannot be achieved in the absence of effective prototype development and research. *Premature* efforts to carry out comprehensive summative evaluations clearly are not cost-effective. Any reading and writing program will show poor results if it is evaluated before teachers have mastered its application. None of this, of course, is an argument against evaluating results. Rather, it is meant to underscore concerns and encourage greater attention to addressing them.

Once a prototype is established, care must be taken to avoid developing outcome evaluation as an adversarial process. Because of the political realities related to accountability, one of the most perplexing facets to negotiate is the time frame for summative evaluation. The more complex the prototype, the longer it takes and the costlier it is to implement and evaluate. Schools usually want quick processes and results and, of course, rarely can afford costly innovations or lengthy diffusion activity. Compromises are inevitable but must arrived at with great care not to undermine the substance of proposed changes.

The psychology of evaluation suggests that an overemphasis on "accountability" tends to produce negative reactions. One possible way to counter this may be to conceive evaluation as a way for every stakeholder to self-evaluate as a basis for quality improvement and as a way of getting credit for all that is accomplished. Unfortunately, as accountability pressures increase, we find that replication of prototypes are guided more by what can be measured than by long-range aims. That is, demands for immediate accountability reshape practices so that the emphasis shifts to immediate and readily measured objectives and away from fundamental purposes. Over time, this inappropriately leads to radical revision of the underlying rationale for a prototype.

Concluding Comments

Those who set out to change schools and schooling are confronted with two enormous tasks. The first is to develop prototypes; the second involves large-scale replication. One without the other is insufficient. Yet considerably more attention is paid to developing and validating prototypes than to delineating and testing scale-up processes. Clearly, it is time to correct this deficiency.

The ideas presented here are meant to stimulate work on the problem and thereby to advance the cause of educational reform.

Finally, in fairness to those who labor for educational reform, we all must remember that the quality of schooling, family life, and community functioning spirals up or down as a function of the quality of the ongoing transactions among each. Thus, scale-up efforts related to educational reform must take place within the context of a political agenda that addresses ways to strengthen the family and community infrastructure through strategies that enhance economic opportunity, adult literacy, and so forth. What we need are policies to develop, demonstrate, and scale-up comprehensive, multifaceted, integrated approaches that can effectively address barriers to development, learning, and teaching.

I suspect that many children would learn arithmetic, and learn it better, if it were illegal.

John Holt

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Notes

1. There is an extensive literature in this area. See: Argyris (1993), Barth (1990), Bass (1997), Bass & Avolio (1994), Connor & Lake (1988), Cunningham & Gresso (1993), Donahoe (1993), Elmore & Associates (1990), Fullan & Stiegelbauer (1991), Hatch (1998), Heller (1990), Hollander & Offermann (1990) House (1996), Lewis (1989), Lieberman & Miller (1990), Maton & Salem (1995), Miles & Louis (1990), Murphy (1991), Newmann (1993), Peterson, McCartney, & Elmore, 1996, Replication and Program Services (1993), Sarason (1990, 1996), Schlechty (1990), Schmuck & Runkel (1985), Smith & O'Day (1991), Spillane (1998), Waterman (1987), and Wehlage, Smith, & Lipman (1992).

School Resource Coordinating Teams and Multischool Councils

A *Resource Coordinating Team* provides an example of a school-site mechanism designed to reduce fragmentation and enhance resource availability and use (with a view to enhancing cost-effectiveness). Such a mechanism is used to develop ways to weave together existing school and community resources and encourage services and programs to function in an increasingly cohesive way.

A resource oriented team *differs* from teams that review individual students (such as a student study team or a teacher assistance team). Its focus is not on specific cases, but on clarifying resources and their best use. In doing so, it provides what often is a missing mechanism for managing and enhancing *systems* to coordinate, integrate, and strengthen interventions. Such a team can (a) map and analyze activity and resources with a view to improving coordination, (b) ensure there are effective systems for referral, case management, and quality assurance, (c) guarantee there are procedures for effective management of programs and information and for communication among school staff and with the home, and (d) explore ways to redeploy and enhance resources -- such as clarifying which activities are nonproductive and suggesting better uses for resources, as well as reaching out to connect with additional resources in the school district and community.

Although a resource oriented team might be created solely around mental health and psychosocial programs, such a mechanism is meant to bring together representatives of all major programs and services supporting a school's instructional component (e.g., guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, bilingual program coordinators, and representatives of any community agency that is significantly involved at the school). The intent also is to include the energies and expertise of one of the site's administrators, one or more regular classroom teachers, noncertificated staff, parents, and older students. Where creation of "another team" is seen as a burden, existing teams, such as student study teams, teacher assistance teams, and school crisis teams, have demonstrated the ability to extend their focus to resource coordination.

Properly constituted, trained, and supported, a resource oriented team complements the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and enhancing healthy development. Having at least one representative from the resource team on the school's governing and planning bodies is seen as necessary in ensuring that essential programs and services are maintained, improved, and increasingly integrated with classroom instruction.

To facilitate resource coordination and enhancement among a complex of schools (e.g., a high school and its feeder middle and elementary schools), the mechanism of a Resource Coordinating *Council* brings together representatives of each school's resource *team*. A complex of schools can work together to achieve economies of scale. They also should work together because, in many cases, they are concerned with the same families (e.g., a family often has children at each level of schooling). Moreover, schools in a given locale usually are trying to establish linkages with the same set of community resources and can use a resource council to help ensure cohesive and equitable deployment of such resources.

The Exhibits on the following pages provide some guidelines for establishing such groups.

Exhibit

School-site Resource Coordinating *Teams* and Multisite Resource Coordinating *Councils*

A. Resource Coordinating Team

Creation of a School-site Resource Coordinating *Team* provides a good starting place in efforts to enhance coordination and integration of services and programs. Such a team not only can begin the process of transforming what is already available, it can help reach out to District and community resources to enhance enabling activity.

Purposes

Such a team exemplifies the type of on-site organizational mechanism needed for overall cohesion and coordination of school support programs for students and families. Minimally, such a team can reduce fragmentation and enhance cost-efficacy by assisting in ways that encourage programs to function in a coordinated and increasingly integrated way. For example, the team can develop communication among school staff and to the home about available assistance and referral processes, coordinate resources, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in guiding school personnel and clientele in evolving the school's vision for its support program (e.g., as not only preventing and correcting learning, behavior, emotional, and health problems but as contributing to classroom efforts to foster academic, social, emotional, and physical functioning). The group also can help to identify ways to improve existing resources and acquire additional ones.

Major examples of the group's activity are

- preparing and circulating a list profiling available resources (programs, personnel, special projects, services, agencies) at the school, in the district, and in the community
- clarifying how school staff and families can access them
- refining and clarifying referral, triage, and case management processes to ensure resources are used appropriately (e.g., where needed most, in keeping with the principle of adopting the least intervention needed, with support for referral follow-through)
- mediating problems related to resource allocation and scheduling,
- ensuring sharing, coordination, and maintenance of needed resources,
- exploring ways to improve and augment existing resources to ensure a wider range are available (including encouraging preventive approaches, developing linkages with other district and community programs, and facilitating relevant staff development)
- evolving a site's enabling activity infrastructure by assisting in creation of area program teams and Familuy/Parent Centers as hubs for enabling activity

Membership

Team membership typically includes representatives of all activity designed to support a school's teaching efforts (e.g., a school psychologist, nurse, counselor, social worker, key special education staff, etc.), along with someone representing the governance body (e.g., a site administrator such as an assistant principal). Also, included are representatives of community agencies already connected with the school, with others invited to join the team as they became involved.

The team meets as needed. Initially, this may mean once a week. Later, when meetings are scheduled for every 2-3 weeks, continuity and momentum are maintained through interim tasks performed by individuals or subgroups. Because some participants are at a school on a part-time basis, one of the problems that must be addressed is that of rescheduling personnel so that there is an overlapping time for meeting together. Of course, the reality is that not all team members will be able to attend every meeting, but a good approximation can be made at each meeting, with steps taken to keep others informed as to what was done.

(cont.)

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Exhibit (cont.)

School-site Resource Coordinating *Teams* and Multisite Resource Coordinating *Councils*

A Resource Coordinating Team differs from Student Study and Guidance Teams. The focus of a Resource Coordinating Team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used. That is, it provides a necessary mechanism for enhancing *systems* for communication and coordination.

For many support service personnel, their past experiences of working in isolation -- and in competition -- make this collaborative opportunity unusual and one which requires that they learn new ways of relating and functioning. For those concerned with school restructuring, establishment of such a team is one facet of efforts designed to restructure school support services in ways that (a) integrates them with school-based/linked support programs, special projects, and teams and (b) outreaches and links up with community health and social service resources.

B. Resource Coordinating Council

Schools in the same geographic (catchment) area have a number of shared concerns, and feeder schools often are interacting with the same family. Furthermore, some programs and personnel are (or can be) shared by several neighboring schools, thus minimizing redundancy and reducing costs.

Purpose

In general, a group of sites can benefit from having a Resource Coordinating *Council* as an ongoing mechanism that provides leadership, facilitates communication, and focuses on coordination, integration, and quality improvement of whatever range of activity the sites has for enabling activity.

Some specific functions are

- To share information about resource availability (at participating schools and in the immediate community and in geographically related schools and district-wide) with a view to enhancing coordination and integration
- To identify specific needs and problems and explore ways to address them (e.g., Can some needs e met by pooling certain resources? Can improved linkages and collaborations be created with community agencies? Can additional resources be acquired? Can some staff and other stakeholder development activity be combined?)
- To discuss and formulate longer-term plans and advocate for appropriate resource allocation related to enabling activities.

Membership

Each school can be represented on the *Council* by two members of its Resource *Team*. To assure a broad perspective, one of the two can be the site administrator responsible for enabling activity; the other can represent line staff.

Facilitation

Council facilitation involves responsibility for convening regular monthly (and other ad hoc) meetings, building the agenda, assuring that meetings stay task focused and that between meeting assignments will be carried out, and ensuring meeting summaries are circulated.

With a view to shared leadership and effective advocacy, an administrative leader and a council member elected by the group can co-facilitate meetings. Meetings can be rotated among schools to enhance understanding of each site in the council.

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Exhibit

Examples of Resource Coordination *Team's* Initial and Ongoing Tasks

- Orientation for representatives to introduce each to the other and provide further clarity of Team's purposes and processes
- Review membership to determine if any group or major program is not represented; take steps to assure proper representation
- Share information regarding what exists at the site (programs, services, systems for triage, referral, case management)
- Share information about other resources at complex schools and in the immediate community and in the cluster and district-wide
- Analyze information on resources to identify important needs at the site
- Establish priorities for efforts to enhance resources and systems
- Formulate plans for pursuing priorities
- Discussion of the need to coordinate crisis response across the complex and to share complex resources for site specific crises (with conclusions to be share at Complex Resource Coordinating Council)
- Discussion of staff (and other stakeholder) development activity
- Discussion of quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

General meeting format

- Updating on and introduction of team membership
- Reports from those who had between meeting assignments
- Current topic for discussion and planning
- Decision regarding between meeting assignments
- Ideas for next agenda

Checklist for Establishing School-Site Collaborative Teams

1.____ Job descriptions/evaluations reflect a policy for working in a coordinated and increasingly integrated way to maximize resource use and enhance effectiveness (this includes allocation of time and resources so that team members can build capacity and work effectively together to maximize resource coordination and enhancement).

2.____ Every staff member is encouraged to participate on some team to improve students' classroom functioning and can choose teams whose work interests them.

3.____ Teams include key stakeholders (current resource staff, special project staff, teachers, site administrators, parents, older students, others from the community, including representatives of school-linked community services).

4.____ The size of teams reflects current needs, interests, and factors associated with efficient and effective functioning. (The larger the group, the harder it is to find a meeting time and the longer each meeting tends to run. Frequency of meetings depends on the group's functions, time availability, and ambitions. Properly designed and trained teams can accomplish a great deal through informal communication and short meetings).

5.____ There is a core of team members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). All are committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because several teams require the expertise of the same personnel, some individuals will necessarily be on more than one team.)

6._ __ Each team has a dedicated leader/facilitator who is able to keep the group task-focused and productive

7.____ Each team has someone who records decisions and plans and reminds members of planned activity and products.

8.____ Teams use advanced technology (management systems, electronic bulletin boards and email, resource clearinghouses) to facilitate communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

Exhibit

Developing a Multisite Resource Coordinating *Council*

Location

Meeting at each school on a rotating basis can enhance understanding of the complex.

Steps in Establishing a Complex Coordinating Council

a. Informing potential members about the Council's purpose and organization (e.g., functions, representation, time commitment).

Accomplished through presentations and handouts.

b. Selection of representatives.

Chosen at a meeting of a school's Resource Coordinating Team. (If there is not yet an operational Team, the school's governance can choose acting representatives.)

c. Task focus of initial meetings

- Orient representatives to introduce each to the other and provide further clarity of Council's purposes and processes
- Review membership to determine if any group or major program is not represented; take steps to assure proper representation
- Share information regarding what exists at each site
- Share information about other resources at complex schools and in the immediate community and in the cluster and district-wide
- Analyze information on resources to identify important needs at specific sites and for the complex as a whole
- Establish priorities for efforts to enhance resources
- Formulate plans for pursuing priorities
- Discuss plan for coordinated crisis response across the complex and sharing of resources for site specific crises
- Discuss combined staff (and other stakeholder) development activity
- Discuss (and possibly visit) school-based centers (Family Service Center, Parent Center) with a view to clarifying the best approach for the complex
- Discuss quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

d. General meeting format

- Updating on and introduction of council membership
- Reports from those who had between meeting assignments
- Current topic for discussion and planning
- Decision regarding between meeting assignments
- Ideas for next agenda

Forming a Working Group

- There should be a clear statement about the group's mission.
- Be certain that members agree to pursue the stated mission and, for the most part, share a vision.
- Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
- Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action.
- Designate processes (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and (b) for maintaining and circulating a record of decisions and planned actions (what, who, when).

Meeting Format

- Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
- Begin the meeting by reviewing purpose, topics, desired outcomes, etc. Until the group is functioning well, it may be necessary to review meeting ground rules.
- Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
- Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time -- but don't be a slave to the clock).
- Periodically review what has been accomplished and move on to the next item.
- Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow-up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.

Some Group Dynamics to Anticipate

- *Hidden Agendas* -- All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
- *A Need for Validation* -- When members make the same point over and over, it usually indicates they feel an important is not being validated. To counter such disruptive repetition, account for the item in a visible way so that members feel their contributions have been acknowledged. When the item warrants discussion at a later time, assign it to a future agenda.
- *Members are at an Impasse* -- Two major reasons groups get stuck are: (a) some new ideas are needed to "get out of a box" and (b) differences in perspective need to be aired and resolved. The former problem usually can be dealt with through brainstorming or by bringing in someone with new ideas to offer; to deal with conflicts that arise over process, content, and power relationships, employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
- *Interpersonal Conflict and Inappropriate Competition* -- These problems may be corrected by repeatedly bringing the focus back to the goal -- improving outcomes for students/families; when this doesn't work, restructuring group membership may be necessary.
- *Ain't It Awful!* -- Daily frustrations experienced by staff often lead them to turn meetings into gripe sessions. Outside team members (parents, agency staff, business and/or university partners) can influence school staff to exhibit their best behavior.

Appendix F

Examples of Policy Statements

California has taken the lead in focusing attention on the need to develop policy for a component to address barriers to student learning. In doing so, it is making the case for moving school reform from a two to a three component model.

- In 1995, California Assembly Member Juanita McDonald brought together a set of task forces to develop an Urban Education Initiative package of legislation. One major facet focused on Overcoming Barriers to Pupil Learning. This facet of the legislation called on school districts to ensure that schools within their jurisdiction had an enabling component in place. On the following pages is the draft of that part of the various bills. Just before the legislation was to go to the Education Committee for review, McDonald was elected to Congress. With election of Governor Davis, new efforts will be made to incorporate the ideas into various policy initiatives.

- One of the first major policy statements was developed at the Elizabeth Learning Center in Cudahy, California. This K-12 school is one of the demonstration sites for the Urban Learning Center Model which is one of the eight national comprehensive school reform models developed with support from the New American Schools Development Corporation. The model incorporated and implemented the concept of a component to address barriers to learning as primary and essential and is proceeding to replicate it as one of the comprehensive school reforms specified in the Obey-Porter federal legislation. The school's governance body adopted the following policy statement:

  > *We recognize that for some of our students, improvements in Instruction/curricula are necessary but not sufficient. As a the school's governance body, we commit to enhancing activity that addresses barriers to learning and teaching. This means the Elizabeth Learning Center will treat the Enabling Component on a par with its Instructional/Curriculum and Management/ Governance Components. In policy and practice, the three components are seen as essential and primary if all students are to succeed.*

- As part of its ongoing efforts to address barriers to learning, the California Department of Education has adopted the concept of Learning Supports. In its 1997 Guide and Criteria for Program Quality Review, the Department states:

  > *Learning support is the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high quality learning.*

- Several years ago the Los Angeles Unified School District began the task of restructuring its student support services. In 1998, the district's Board of Education resolved that a component to address barriers to student learning and enhance healthy development is one of the primary and essential components of the District's educational reform.

In keeping with the California Department of Education's adoption of the unifying concept of *Learning Support,* the Board adopted this term to encompass efforts related to its component of addressing barriers to student learning and enhancing healthy development. The resolution that was passed is offered on the following pages.

AMENDED IN ASSEMBLY APRIL 25, 1995

CALIFORNIA LEGISLATURE—1995–96 REGULAR SESSION

ASSEMBLY BILL No. 784

Introduced by Assembly Member McDonald
(Principal coauthor: Assembly Member Alpert)
(Coauthors: Assembly Members Archie-Hudson, Baca, Ducheny, Kuehl, and Napolitano)
(Coauthor: Senator Watson)

February 22, 1995

An act to add Part 29.5 (commencing with Section 55000) to the Education Code, relating to urban school districts.

LEGISLATIVE COUNSEL'S DIGEST

AB 784, as amended, McDonald. Education: urban school districts: equal opportunity to learn: teacher credentialing reform.

CHAPTER 5. OVERCOMING BARRIERS TO PUPIL LEARNING

Article 1. Enabling Pupils to Overcome Learning Barriers

55040. (a) It is the intent of the Legislature that on or before the commencement of the ~~1996/97~~ *1997–98* school year, each school district ensure that the schools within their jurisdiction have an enabling component in place. The enabling component shall enable pupils to overcome barriers that interfere with their ability to learn and to benefit from instructional and management reforms made at schools. For the purposes of this chapter, an

"enabling component" means a comprehensive, integrated continuum of school-based and school-linked activity designed to enable schools to teach and pupils to learn. That continuum shall include prevention, including promotion of wellness, early-age and early-after-onset intervention, and treatments for severe, pervasive, and chronic conditions.

(b) Each enabling component developed by each school shall include, but not necessarily be limited to, the following:

(1) A plan for restructuring school education support programs and services.

(2) A plan for coordinating school district and community resources.

(3) A plan for coordinating school district enabling activities with health and human services provided by the state and by local government.

(4) A plan for enhancing the performance of persons involved in the delivery of education services to pupils.

(5) Strategies for replicating promising innovations.

(6) Strategies for the improvement of the quality of education and accountability of the school.

55041. The department shall develop and report to the Legislature on a plan for the implementation of the enabling components consistent with requirements set forth in subdivision (b) of Section 55040 and with any other requirements determined to be necessary by the department to enable pupils to overcome barriers to learning. The report shall include specific recommendations on coordinating school-based enabling activities with community resources and the ways in which the parents and guardians of pupils may be included in enabling activities. The report shall include specific recommendations on changes necessary to existing laws and on any new legislation that is necessary to implement the plan. The department shall report the plan to the Legislature not later than December 31, ~~1996~~ *1997*. It is the intent of the Legislature that any necessary implementing legislation be enacted for the ~~1997/98~~ *1998–99* school year.

55042. School districts may request assistance from the department in the development of the enabling component described in Section 55040. The department shall assist school districts that have demonstrated readiness to develop enabling components to coordinate school-based enabling activities with community resources and to involve the parents and guardians of pupils in those activities.

Article 2. Restructuring Education Programs and Coordinating With Other Support Programs

55045. (a) For the purpose of enabling pupils to overcome barriers to learning, the department shall develop a strategic plan to guide and stimulate restructuring of education support programs and services operated by schools for pupils and their parents and guardians. The department shall include within that plan methods of coordinating school services with community services that are made available to pupils and their families by local government agencies or private nonprofit groups. The department shall also develop a plan for those programs and services that are operated by school districts and by the department. The plan shall include, but not be limited to, the following:

(1) Moving from fragmented, categorical and single discipline-oriented services toward a comprehensive, integrated, cross-disciplinary approach.

(2) Moving from activity that is viewed as supplementary toward a full-fledged integrated component that is understood to be primary and essential to enabling learning.

(3) Involving pupils and their parents and guardians, and communities in the education process in a manner that capitalizes on their strengths and the many ways in which they can contribute to the education process.

(4) Restructuring education support programs and services offered at schoolsites.

(5) Coordinating services offered by school districts with other services available in the community.

(6) Coordinating enabling components with health and human services offered by the state and by local government.

(7) Involving all persons having an interest in the education process in developing the enabling component.

(8) Strategies for replicating at schoolsites innovations to improve pupil learning that are successful at other schoolsites.

(9) Strategies for improving the quality of education and for improving school accountability.

(10) Establishing a comprehensive, integrated, cross-disciplinary approach to teaching.

(11) Establishing an integrated component that is understood to be essential to learning.

(12) Involving all persons having an interest in the education process in a manner that best utilizes their various strengths.

(13) Integrating the enabling component with the instructional and management components of the education process.

(14) Developing leadership to effectively operate and implement the enabling component.

(15) Developing and incorporating integrated planning for the use of advanced multifaceted technology, to assist pupils and their parents or guardians in the learning process, to provide responses to and prevention of emergencies and other crises, to support transitions, and to provide for community and volunteer outreach.

(16) Facilitating teacher recruitment, continuing education for teachers, and retention of teachers.

(17) Infrastructure changes, particularly those related to operation space at schoolsites, allocation and maximization of fiscal resources, administrative and staff leadership, and mechanisms for effective coordination of essential system elements and resources.

(18) Strategies for phasing in the restructuring of education programs.

(19) Strategies to ensure the long-term success of planned changes.

(20) The types of leadership, infrastructure, and specific mechanisms that can be established at a schoolsite for high schools and their feeder schools, and in communities to facilitate coordinated and integrated governing, planning, and implementation of enabling components.

(21) Methods for schoolsites to ensure significant roles and leadership training for parents and guardians of pupils and for other community residents, representatives of community-based organizations, and, when appropriate, pupils.

(22) Methods to seek waivers of state and federal laws and regulations thereto when necessary to facilitate efforts to evolve a comprehensive, integrated approach to learning.

(23) Evaluating the progress of schools in implementing reforms and enhancing outcomes.

(24) Methods to provide professional preparation and continuing education programs that focus on the type of interprofessional collaborations necessary for the development of a comprehensive, integrated approach to enabling pupil learning.

(b) The department shall disseminate the strategic plan adopted pursuant to this section to school districts on or before December 31, ~~1996~~ *1997*. The department shall also report the strategic plan to the Legislature not later than December 31, ~~1996~~ *1997*, along with specific recommendations on any changes to existing law that are necessary to implement the plan and on any new legislation required to implement the plan. It is the intent of the Legislature that any necessary implementing legislation be enacted for the ~~1997/98~~ *1998–99* school year.

55046. (a) The department shall assist urban school districts or schools that demonstrate readiness to restructure their education support programs and services in a manner consistent with the strategic plan developed pursuant to Section 55045.

(b) The department may provide assistance to schools by any of the following methods:

(1) Informational guidelines and guidebooks.

(2) Leadership training.

(3) Regional workshops.

(4) Demonstrations of effective methods of restructuring education.

(5) Opportunities for interchanges.

(6) Technical assistance in developing plans.

Article 3. Models of Strategies to Enable Pupil Learning

55050. On or before December 31, ~~1996~~ *1997*, the department shall develop a plan to enable schools to replicate methods of overcoming barriers to pupil learning that have been successfully implemented at the schoolsite level. The plan shall include recommendations on the following:

(a) Guidelines and procedures for identifying successful innovations that are designed to address barriers to pupil learning and implemented at the schoolsite or school district level.

(b) Procedures for analyzing new initiatives and promising innovations to identify possible redundancy and fragmentation of methods.

(c) Disseminating successful innovations that are designed to overcome barriers to learning and, in doing so, reduce redundancy and fragmentation of methods.

(d) Using demonstrations of innovative methods of overcoming pupil learning barriers as catalysts to stimulate interest in reform.

(e) Developing replication models that can be adopted for use at the schoolsite level.

(f) Providing technical assistance for implementing replication strategies for school districts implementing innovations designed to address barriers to pupil learning.

55051. The department shall make the plan developed pursuant to Section 55050 available to school districts on or before December 31, ~~1996~~ *1997*.

CHAPTER 6. UNIVERSITY-URBAN SCHOOL PARTNERSHIP ACADEMIES

55060. There is hereby established the University-Urban School Partnership Academies Program for the purpose of providing financial incentives to public schools acting in cooperation with public and private postsecondary education institutions to design and implement cooperative education programs that enhance academic achievement in schools serving a proportionately large concentration of disadvantaged and minority pupils.

55061. For the purposes of this article, "partnership academy" means any university-urban school partnership academy operating under this article.

55062. (a) The superintendent shall administer the grant program established pursuant to this chapter. The superintendent shall award planning grants and implementation grants, as follows:

(1) Planning grants shall be available for the purpose of planning a partnership academy.

(2) Implementation grants shall be available for the implementation and maintenance of partnership academies approved by the superintendent.

(b) The superintendent shall establish criteria for the selection of grant recipients, to include, but not necessarily be limited to, all of the following:

(1) The portion of pupils enrolled in the school districts whose families receive AFDC payments.

(2) The percentage of pupils who have limited proficiency in the English language.

(3) The amount expended per pupil by the school district.

(4) The ratio of pupils to teachers.

(5) The amount of instructional time spent on mathematics and science.

10

Policy Resolution Proposed to and Passed by the Los Angeles Unified School District's Board of Education in 1998

Whereas, in its "Call to Action", the Los Angeles Unified School District has made clear its intent to create a learning environment in which all students succeed;

Whereas, new governance structures, higher standards for student performance, new instructional strategies, and a focus on results are specified as essential elements in attaining student achievement;

Whereas, a high proportion of students are unable to fully benefit from such reforms because of learning barriers related to community violence, domestic problems, racial tension, poor health, substance abuse, and urban poverty;

Whereas, teachers find it especially difficult to make progress with the high proportion of youngsters for whom barriers to learning have resulted in mild-to-moderate learning and behavior problems;

Whereas, many of these youngsters end up referred for special services and often are placed in special education;

Whereas, both the Los Angeles Unified School District and various community agencies devote resources to addressing learning barriers and initial processes have been implemented to reform and restructure use of their respective resources - including exploring strategies to weave District and community efforts together -- in ways that can overcome key barriers to student achievement;

Whereas, a comprehensive, integrated partnership between all District support resources and community resources will provide the LEARNING SUPPORT necessary to effectively break down the barriers to student achievement; now, therefore, be it

Resolved, that the Board of Education should adopt the following recommendations made by the Standing Committee on Student Health and Human Services:

1. The Board should resolve that a component to address barriers to student learning and enhance healthy development be fully integrated with efforts to improve the instructional and management/governance components and be pursued as a primary and essential component of the District's education reforms in classrooms, schools, complexes/clusters, and at the central office level.

2. In keeping with the California Department of Education's adoption of the unifying concept of **Learning Support,** the Board should adopt this term to encompasses efforts related to its component for addressing barriers to student learning and enhancing healthy development.

(cont.)

3. In adopting the concept of **Learning Support,** the Board should adopt the seven area framework currently used by the Division of Student Health and Human Services to guide coordination and integration of existing programs and activities related to school, home, and community.

4. The Board should direct the Superintendent to convene a working group to develop a plan that promotes coordination and integration of the **Learning Support** component with instruction and management reform efforts at every school site. This plan would also clarify ways for complex/cluster and central office operations to support school site efforts (e.g. helping schools achieve economics of scale and implement practices that effectively improve classroom operations and student learning). The plan would also focus on ways to further promote collaboration with communities at the classroom, school, conplex/cluster, and central office levels. Such a plan should be ready for implementation by Spring 1998.

5. To counter fragmentation stemming from the way programs are organized and administered at the central office, the Board should restructure the administrative organization so that all programs and activity related to the Learning Support including Special Education are under the leadership of one administrator. Such an administrator would be charged with implementing the strategic plan developed in response to recommendation #4.

6. The Board should direct those responsible for professional and other stakeholder development activity throughout the District to incorporate a substantial focus on the **Learning Support** component into all such activity (e.g. all teacher professional education, training activity related to LEARN, the Chanda Smith Special Education Consent Decree, early literacy programs).

7. To facilitate continued progress' related to the restructuring of student health and human services, the Board should encourage all clusters and schools to support the development of Cluster/Complex Resource Coordinating Councils and School-Site Resource Coordinating Teams, Such Councils and Teams provide a key mechanism for enhancing the **Learning Support** component by ensuring that resources are mapped and analyzed and strategies are developed for the most effective use of school, complex, and District-wide resources and for appropriate school-community collaborations.

Appendix G

Rethinking a School Board's Current Committee Structure

Most school boards do not have a standing committee that gives full attention to the problem of how schools address barriers to learning and teaching. This is not to suggest that boards are ignoring such matters. Indeed, items related to these concerns appear regularly on every school board's agenda. The problem is that each item tends to be handled in an ad hoc manner, without sufficient attention to the "Big Picture." One result is that the administrative structure in most districts is not organized in ways that coalesce its various functions (programs, services) for addressing barriers. The piecemeal structure reflects the marginalized status of such functions and both creates and maintains the fragmented policies and practices that characterize efforts to address barriers to student learning.

Analyzing How the Board's Committee Structure Handles Functions Related to Addressing Barriers

Given that every school endeavors to address barriers to learning and teaching, school boards should carefully analyze how their committee structure deals with these functions. Because boards already have a full agenda, such an analysis probably will require use of an ad hoc committee. This committee should be charged with clarifying whether the board's structure, time allotted at meetings, and the way the budget and central administration are organized allow for a thorough and cohesive overview of all functions schools pursue to enable learning and teaching. In carrying out this charge, committee members should consider work done by pupil services staff (e.g., psychologists, counselors, social workers, attendance workers, nurses), compensatory and special education, safe and drug free schools programs, dropout prevention, aspects of school readiness and early intervention, district health and human service activities, initiatives for linking with community services, and more. Most boards will find (1) they don't have a big picture perspective of how all these functions relate to each other, (2) the current board structure and processes for reviewing these functions do not engender a thorough, cohesive approach to policy, and (3) functions related to addressing barriers to learning are distributed among administrative staff in ways that foster fragmentation.

If this is the case, the board should consider establishing a standing committee that focuses indepth and consistently on the topic of how schools in the district can enhance their efforts to improve instruction by addressing barriers in more cohesive and effective ways.

What a Standing Committee Needs to Do

The primary assignment for the committee is to develop a comprehensive policy framework to guide reforms and restructuring so that *every school* can make major improvements in how it addresses barriers interfering with the performance and learning of its students. Developing such a framework requires revisiting existing policy with a view to making it more cohesive and, as gaps are identified, taking steps to fill them.

Mapping

Current policies, practices, and resources must be well-understood. This requires using the lens of addressing barriers to learning to do a complete mapping of all district owned programs, services, personnel, space, material resources, cooperative ventures with community agencies, and so forth. The mapping process should differentiate between (a) regular, long-term programs and short-term projects, (b) those that have the potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit all or most students at every school site and those designed to serve a small segment of the district's students. In looking at income, in-kind contributions, and expenditures, it is essential to distinguish between "hard" and "soft" money (e.g., the general funds budget, categorical and special project funds, other sources that currently or potentially can help underwrite programs). It is also useful to differentiate between long- and short-term soft money. It has been speculated that when the various sources of support are totaled in certain schools as much as 30% of the resources may be going to addressing barriers to learning. Reviewing the budget through this lens is essential in moving beyond speculation about such key matters.

Analysis

Because of the fragmented way policies and practices have been established, there tends to be inefficiency and redundancy, as well as major gaps in efforts to address barriers to learning. Thus, a logical focus for analysis is how to reduce fragmentation and fill gaps in ways that increase effectiveness and efficiency. Another aspect of the analysis involves identifying activities that have little or no effects; these represent resources that can be redeployed to help underwrite the costs of filling major gaps.

Formulation of a policy framework and specific proposals for systemic reforms

A framework offering a picture of the district's total approach for addressing barriers to learning should be formulated to guide long-term strategic planning. A well-developed framework is an essential tool for evaluating all proposals in ways that minimize fragmented and piecemeal approaches. It also provides guidance in outreaching to link with community resources in ways that fill gaps and complement school programs and services. That is, it helps avoid creating a new type of fragmentation by clarifying cohesive ways to weave school and community resources together.

Formulate specific proposals to ensure the success of systemic reforms

The above tasks are not simple ones. And even when they are accomplished, they are insufficient. The committee must also develop policy and restructuring proposals that enable substantive systemic changes. These include essential capacity building strategies (e.g., administrative restructuring, leadership development, budget reorganization, developing stakeholder readiness for changes, well-trained change agents, strategies for dealing with resistance to change, initial and ongoing staff development, monitoring and accountability). To achieve economies of scale, proposals can capitalize on the natural connections between a high school and its feeders (or a "family" of schools). Centralized functions should be redefined and restructured to ensure that central offices/units support what each school and family of schools is trying to accomplish.

Committee Composition

The nature and scope of the work call for a committee that encompasses

- one or more board members who chair the committee (all board members are welcome and specific ones are invited to particular sessions as relevant)
- district administrator(s) in charge of relevant programs (e.g., student support services, Title I, special education)
- several key district staff members who can represent the perspectives of principals, union members, and various other stakeholders
- nondistrict members whose jobs and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

To be more specific:

It helps if more than one board member sits on the committee to minimize proposals being contested as the personal/political agenda of a particular board member.

Critical information about current activity can be readily elicited through the active participation of a district administrator (e.g., a deputy/associate/assistant superintendent) responsible for "student support programs" or other major district's programs that address barriers to learning.

Similarly, a few other district staff usually are needed to clarify how efforts are playing out at schools across the district and to ensure that site administrators, line staff, and union considerations are discussed. Also, consideration should be given to including representatives of district parents and students.

Finally, the board should reach out to include members on the standing committee from outside the district who have special expertise and who represent agencies that are or might become partners with the district in addressing barriers to learning. For example, in the Los Angeles Unified School District, the committee included key professionals from post secondary institutions, county departments for health, and social services, public and private youth development and recreation organizations, and the United Way. The organizations all saw the work as highly related to their mission and were pleased to donate staff time to the committee.

Ensuring the Committee's Efforts Bear Fruit

The committee's efforts will be for naught if the focus of their work is not a regular topic on the board's agenda and a coherent section of the budget. Moreover, the board's commitment must be to addressing barriers to learning in powerful ways that enable teachers to be more effective -- as contrasted to a more limited commitment to providing a few mandated services or simply increasing access to community services through developing coordinated/integrated school-linked services.

Given the nature and scope of necessary changes and the limited resources available, the board probably will have to ask for significant restructuring of the district bureaucracy. (Obviously, the aim is not to create a larger central bureaucracy.) It also must adopt a realistic time frame for fully accomplishing the changes.

Lessons Learned

Based on work in this area, it seems worth underscoring a few key problems that should be anticipated. In doing so, we also suggest some strategies to counter them. Not surprisingly, the problems are rather common ones associated with committee and team endeavors. Since most could be minimized, it is somewhat surprising how often no plans are made to reduce their impact.

Agreement about the committee's goals and timeline

Although a statement of general purpose usually accompanies its creation, such committees tend to flounder after a few meetings if specific steps for getting from here to there are not carefully planned and articulated. In the longer run, the committee is undermined if *realistic* timelines are not attached to expectations regarding task accomplishments.

> Possible strategy: Prior to the first meeting a subgroup could draft a statement of long-term aims, goals for the year, and immediate objectives for the first few meetings. Then, they could delineate steps and timelines for achieving the immediate objectives and goals for the year. This "strategic plan" could then be circulated to members for amendment and ratification.

Agenda setting

Those who set the agenda control what is accomplished. Often such agendas do not reflect a strategic approach for major policy and systemic reforms. The more ambitious the goals, the more difficult it is to work in a systematic manner. Committees have difficulty doing first things first. For example, the first step is to establish a big picture policy framework; then specifics can be fleshed out. In fleshing out specifics, the first emphasis is on restructuring and redeploying poorly used resources; this work provides the context for exploring how to enhance resources.

> Possible strategy: The committee could delegate agenda setting to a small subgroup who are perceived as having a comprehensive understanding of the strategic process necessary for achieving the committee's desired ends.

Keeping on task

It is very easy to bog the committee's work down by introducing distractions and through poor meeting facilitation. Bogging things down can kill members' enthusiasm; conversely, well-run and productive meetings can generate long-term commitment and exceptional participation. Matters that can make the process drag along include the fact that committee members have a great deal to learn before they can contribute effectively. Nondistrict members often require an introductory "course" on schools and school culture. District members usually require a similar introduction to the ABCs of community agencies and resources. Staff asked to describe a program are inclined to make lengthy presentations. Also, there are a variety of immediate concerns that come to the board that fall under the purview and expertise of such a standing committee (e.g., ongoing proposals for programs and resource allocation, sudden crises).

> Possible strategy: The key to appropriately balancing demands is careful agenda setting. The key to meetings that effectively move the agenda forward is firm facilitation that is implemented gently, flexibly, and with good humor. This requires assigning meeting facilitation to a committee member with proven facilitation skills or, if necessary, recruiting a non committee member who has such skills.

Working between meetings

When committees meet only once a month or less often, it is unlikely that proposals for major policy and systemic reforms will be forthcoming in a timely and well-formulated manner.

> Possible strategy: Subgroups of the committee can be formed to work between meetings. These work groups can accomplish specific tasks and bring the products to the full committee for amendment and ratification. Using such a format, the agenda for scheduled committee meetings can be streamlined to focus on refining work group products and developing guidelines for future work group activity.

Avoiding Fragmentation

As Figure 3 highlights, the functions with which the committee is concerned overlap the work of board committees focusing on instruction and the governance and management of resources. Unless there are effective linkages between committees, fragmentation is inevitable.

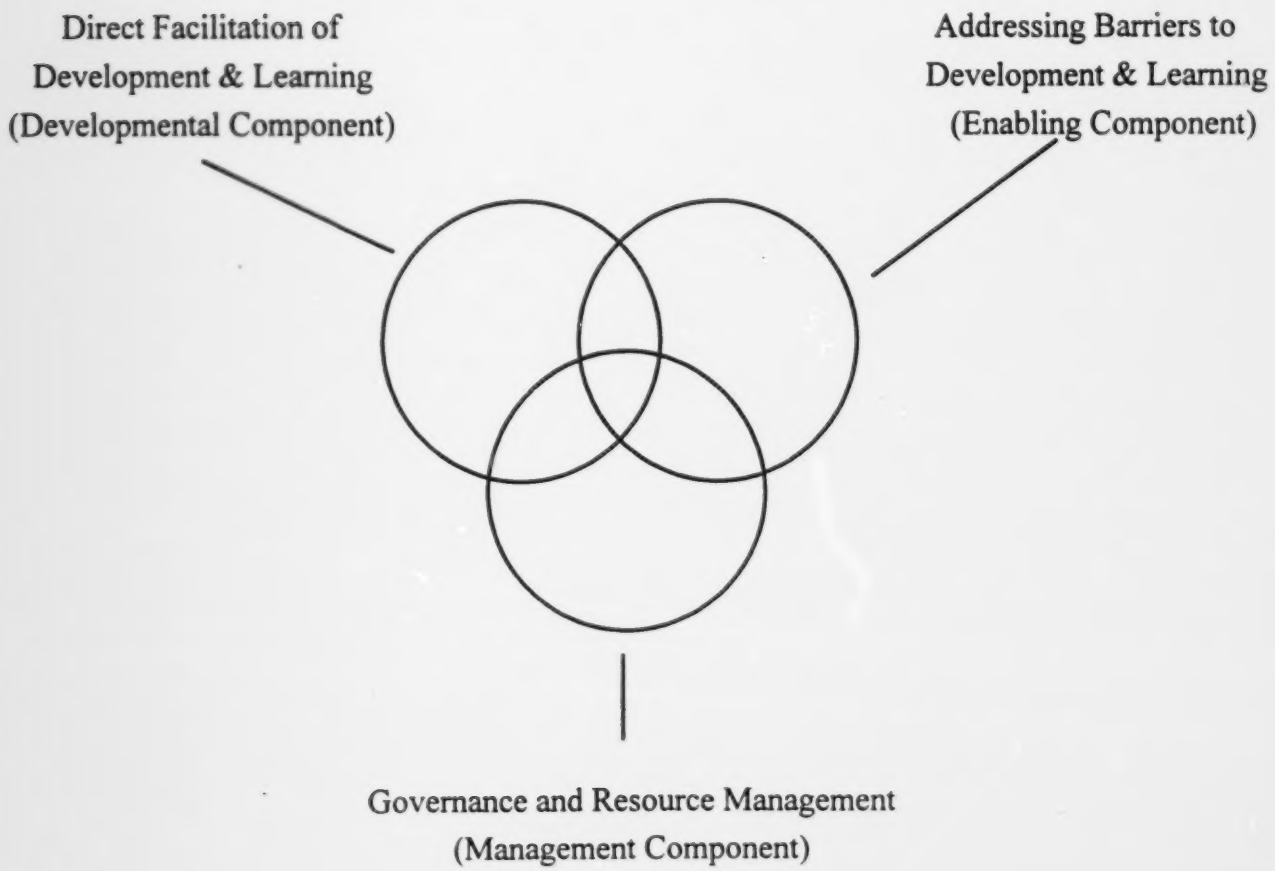
> Possible strategy: Circulating all committee agendas and minutes; cross-committee participation or joint meetings when overlapping interests are on the agenda.

Minimizing political and interpersonal machinations

Obviously, school boards are political entities. Therefore, besides common interpersonal conflicts that arise in most groups, differences in ideology and constituent representation can interfere with a committee accomplishing its goals.

Possible strategy: At the outset, it is wise to identify political and interpersonal factors that might undermine acceptance of the committee's proposals. Then steps can be taken to negotiate agreements with key individuals in order to maximize the possibility that proposals are formulated and evaluated in a nonpartisan manner.

Figure 3. Functional Focus for Reform and Restructuring



Concluding Comments

As school boards strive to improve schools, the primary emphasis is on high standards, high expectations, assessment, accountability, and no excuses. These are all laudable guidelines for reform. They are simply not sufficient.

It is time for school boards to deal more effectively with the reality that, by themselves, the best instructional reforms cannot produce desired results when large numbers of students are not performing well. It is essential to enhance the way every school site addresses barriers to learning and teaching. Each school needs policy support to help evolve a comprehensive, multifaceted, and well-integrated approach for addressing barriers and for doing so in ways that weave the work seamlessly with the school's efforts to enhance instruction and school management.

Progress along these lines is hampered by the marginalized status of programs and personnel whose primary focus is on enabling learning by effectively addressing barriers. Most school boards do not have a standing committee that focuses exclusively on this arena of policy and practice. The absence of such a structural mechanism makes it difficult to focus powerfully and cohesively on improving the way current resources are used and hinders exploring the best ways to evolve the type of comprehensive and multifaceted approaches that are needed to produce major gains in student achievement.

Appendix H

Examples of Funding Sources

As districts reform and restructure support services, they must map existing and potential resources in order to analyze what should be redeployed and what new support may be obtained. The material in this appendix is meant to highlight various sources of funding. On the following pages, you will find:

- *A Beginning Guide to Resources that Might Be Mapped and Analyzed*
- *An Example of Funding and Resources in One State*
- *Federal Resources for Meeting Specific Needs of Those with Disabilities*
- *Funding Resources for School Based Health Programs*

Examples of Relevant Resources that Might be Mapped & Analyzed

Education

Elementary and Secondary Education Act/Improving Americas Schools Act (ESEA/IASA)

- Title I – Helping Disadvantaged Children Meet High Standards
  - Part A: Improving Basic Programs Operated by LEAs
  - Part B: Even Start Family Literacy
  - Part C: Migratory Children
  - Part D: Neglected or Delinquent
- Title II – Professional Development (upgrading the expertise of teachers and other school staff to enable them to teach all children
- Title III – Technology for Education
- Title IV – Safe and Drug-Free Schools
- Title V – Promoting Equity (Magnet schools, women's educational equity)
- Title VI – Innovative Education Program Strategies (school reform and innovation)
- Title VII – Bilingual Education, Language Enhancement, and Language Acquisition (includes immigrant education)
- Title IX – Indian Education
- Title X – Programs of National Significance Fund for the Improvement of Education
- Title XI – Coordinated Services
- Title XIII – Support and Assistance Program to Improve Education (builds a comprehensive, accessible network of technical assistance)

Obey-Porter Comprehensive School Reform (includes scale-up of New American Schools)

21st Century Community Learning Centers (after school programs)

Other after school programs (involving agencies concerned with criminal justice, recreation, schooling, child care, adult education)

McKinney Act (Title III) – Homeless Education

Goals 2000 – "Educational Excellence"

School-Based Service Learning (National Community Service Trust Act)

School-to-Career (with the Labor Dept.)

Vocational Education

Individuals with Disabilities Education Act (IDEA)

Social Securities Rehabilitation Act of 1973, Title V – commonly referred to as Section 504 – this civil rights law requires schools to make reasonable accommodations for students with disabilities so they can participate in educational programs provided others. Under 504 students may also receive related services such as counseling even if they are not receiving special education.

Head Start and related pre-school interventions

Adult Education (including parent education initiatives and the move toward creating Parent Centers at schools)

Related State/Local Educational Initiatives

e.g., State/Local dropout prevention and related initiatives (including pregnant minor programs); nutrition programs; state and school district reform initiatives; student support programs and services funded with school district general funds or special project grants; school improvement program; Community School Initiatives, etc.

Labor & HUD

Community Development Block Grants
Job Training/Employment
- Job Corps
- Summer Youth (JTPA Title II-B)
- Youth Job Training (JTPA Title II-C)
- Career Center System Initiative
- Job Service
- YouthBuild

Health

Title XIX Medicaid Funding
- Local Educational Agency (LEA) Billing Option
- Targeted Case Management -- Local Education Agency
- Targeted Case Management -- Local Government Agency
- Administarive Activities
- EPSDT for low income youth
- Federally Qualified Health Clinic

Public Health Service
- Substance Abuse and Mental Health Services Administration (SAMHSA) Initiatives (including Substance Abuse Prevention and Treatment Block Grant, Systems of Care initiatives)
- Center for Substance Abuse Treatment/Center for Substance Abuse Prevention
- National Institute on Alcohol Abuse & Alcoholism/National Institute on Drug Abuse
- National Institute on Child Health

Health Resources and Services Administration (HRSA) Initiatives
- Maternal & Child Health Bureau
  - Block Grants -- Title V programs -- at State and local levels for
    - >reducing infant mortality & the incidence of disabling conditions
    - >increase immunizations
    - >comprehensive perinatal care
    - >preventive and primary child care services
    - >comprehensive care for children with special health needs
    - >rehabilitation services for disabled children under 16 eligible for SSI
    - >facilitate development of service systems that are comprehensive, coordinated, family centered, community based and culturally competent for children with special health needs and their families

Approximately 15% of the Block Grant appropriation is set aside for special projects of regional and national significance (SPRANS) grants.

There is also a similar Federal discretionary grant program under Title V for Community Integrated Service Systems (CISS) -- includes the Home Visiting for At-Risk Families program.

- Ryan White Title IV (pediatric AIDS/HIV)
- Emergency Medical Services for Children program
- Healthy Start Initiative
- Healthy Schools, Healthy Communities -- a collaborative effort of MCHB and the Bureau of Primary Health Care -- focused on providing comprehensive primary health care services and health education/promotion programs for underserved children and youth (includes School-Based Health Center demonstrations)
- Mental health in schools initiative -- 2 national T.A. centers & 5 state projects

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Administration for Children and Families -- Family and Youth Services Bureau

- Runaway and Homeless Youth Program
- Youth Gang Drug Prevention Program
- Youth Development -- Consortia of community agencies to offer programs for youth in the nonschool hours through Community Schools
- Youth Services and Supervision Program

Centers for Disease Prevention and Control (CDC)

- Comprehensive School Health -- infrastructure grants and related projects
- HIV & STD initiatives aimed at youth

Child Health Insurance Program

Adolescence Family Life Act

Family Planning (Title X)/Abstinence Education

Robert Wood Johnson Foundation States -- Making the Grade initiatives (SBHCs)

Related State/Local health services and health education initiatives (e.g., anti-tobacco initiatives and other substance abuse initiatives; STD initiatives; student support programs and services funded with school district general funds or special project grants; primary mental health initiatives; child abuse projects; dental disease preventon; etc.)

Social Services

Temporary Assistance for Needy Families (TANF)
Social Services Block Grant
Child Support Enforcement
Community Services Block Grant
Family Preservation and Support Program (PL 103-66)
Foster Care/Adoption Assistance
Adoption Initiative (state efforts)
Independent Living

Juvenile Justice (e.g., Office of Juvenile Justice and Delinquency Prevention)

Crime prevention initiatives
Gang activities, including drug trafficking
State Formula & Discretionary Grants
Parental responsibility initiatives
Youth and guns
State/Local Initiatives

Agency Collaboration and Integrated Services Initiatives

>Federal/State efforts to create Interagency Collaborations
>State/Foundation funded Integrated Services Initiatives (school-linked services/full services schools/Family Resource Centers)
>Local efforts to create intra and interagency collaborations and partnerships (including involvement with private sector)

On the way are major new and changing initiatives at all levels focused on

>child care (Child Care and Development Block Grant)

Related to the above are a host of funded research, training, and TA resources.

>Comprehensive Assistance Centers (USDOE)
>National Institute on the Education of At-Risk Students (USDOE)
>Regional Resource & Federal Centers Network (USDOE, Office of Spec. Educ. Res. & Ser.)
>National Training and Technical Assistance Centers for MH in Schools (USDHHS/MCHB)
>Higher education initiatives for Interprofessional Collaborative Education

An Example of Funding and Program Resources: The California Experience

This table was obtained from *Funding and Program Resources: California's Healthy Start* by Rachel Lodge (Healthy Start Field Office: U.C. Davis, CA, 1998).

This document contains:

- A list of programs being implemented throughout California
- The programs' funding source
- Where to get information about the program and its funding
- A list of the activities and services that are being funded.

An Example of Funding and Program Resources: The California Experience

Program Title	Funding Source	Local Information Source	Activities and Services Supported
CITY/COUNTY SYSTEM COORDINATION			
Community Development Block Grant	*Federal* U.S. Department of Housing and Urban Development	City	Coordination of support and services to families. Facilities and direct service to famlies to strengthen and improve community life.
Interagency Children's Services Act	*State*–SB 997 and 786 (no funding source) Permits regulations to be waived and reallocates existing resources	Check county agencies	Establishes Interagency Youth Service Councils. Encourages local development of comprehensive and collaborative delivery systems for all services provided to children and youth, enhancing local governance requirement of Healthy Start.
Youth Pilot Program	*State*–AB 1741 Health and Welfare Agency	County administrators (Pilot counties include: Alameda, Fresno, Marin, Placer, San Diego, and Contra Costa)	Interagency team provides assistance to AB 1741 counties to establish a mechanism to transfer funds into a blended Child and Family Services Fund to be used for services for high risk, low income children and families.
Community Based Family Resource Program	*State* Department of Social Services, Office of Child Abuse Prevention	Public agencies, schools and non-profit agencies	Expands innovative, comprehensive family resource centers.
Juvenile Crime Enforcement and Accountability Challenge Grant Program	*State* SB 1760 Board of Corrections	Will establish multi-agency juvenile justice coordinating councils	Develop and implement a comprehensive, multi-agency strategy for preventing and effectively responding to juvenile crime.
Partnership for Responsible Parenting	*State* Department of Health Services, Office of Criminal Justice Planning and other	Public Health Department and other county agencies	Initiative designed to address problems associated with teen and unwed pregnancy and fatherlessness by establishing community challenge grants, public awareness media campaign, statutory rape prosecution, and mentoring programs.
FAMILY SUPPORT/SOCIAL SERVICES			
Temporary Assistance for Needy Families (TANF)/ CalWORKS	*Federal* Title IV-A Social Security Act	Social Services, Economic Assistance	Direct financial income support for families with minor children; administration of program including eligibility determination. Services and eligibility changing due to welfare reform.
Social Services Block Grant	*Federal* Title XX Social Security Act	Social Services	Activities that promote family self-sufficiency, prevent child abuse and neglect, and out-of-home placememt.

Program Title	Funding Source	Local Information Source	Activities and Services Supported
Child Welfare Services	*Federal* Title IV-B Subpart I Social Security Act	Social Services	Emergency caretaker/homemaker, financial assistance. Family preservation, mental health, alcohol and drug abuse counseling, post-adoption services.
Foster Care Maintenance and Adoption Assistance	*Federal* Title IV-E Social Security Act	Social Services	Out of home placement and reunification, pre- and post-placement and placement prevention activities. Pays for costs for minors and cost for staff, including staff training.
HEALTH SERVICES			
Local Educational Agency (LEA) Medi-Cal Billing Option	*Federal* Title XIX Medicaid Funding	Schools, districts, county offices of education, collaborative partners	Bill for medically necessary services for Medi-Cal eligible students; reinvest in broad range of support, prevention, intervention, and treatment activities for children and their families to sustain local Healthy Start initiatives.
Targeted Case Management—Local Educational Agency (TCM-LEA)	*Federal* Title XIX Medicaid Funding	Schools, districts, county offices of education, collaborative partners	Bill for case management of services to Medi-Cal eligible special education students and their families. Reinvest as above.
Targeted Case Management—Local Government Agency (TCM-LGA)	*Federal* Title XIX Medicaid Funding	Public Health, Adult Probation Departments, and Public Guardian	Case management of target populations of Medi-Cal eligibles served by health, probation, public guardian and aging programs.
Medi-Cal Administrative Activities (MAA)	*Federal* Title XIX Medicaid Funding	Public Health Department	Activities associated with effective administration of the entire Medi-Cal program.
EPSDT Supplemental	*Federal* Title XIX Medicaid Funding	Public Health Department, managed care agency	Kinds and frequency of treatment and type of provider not otherwise available to eligibles over 21 years (eff. April 27, 1995).
Federally Qualified Health Clinic (FQHC)	*Federal* Title XIX Medicaid Funding	Public Health Department	Medi-Cal activities and services for Medi-Cal eligibles in medically underserved areas. Rate is higher, cost-based.
Children's Dental Disease Prevention Program	State—SB 111	County health departments and county offices of education	Provides school-based dental health education and dental services that include fluoride, screenings, and treatment referral mechanisms.

Program Title	Funding Source	Local Information Source	Activities and Services Supported
MENTAL HEALTH SERVICES			
Substance Abuse Block Grant	*Federal* Substance Abuse and Mental Health Services Administration Block Grants	County Health Department/Alcohol and Other Drug Programs	Alcohol and drug abuse prevention, treatment, and after-care services.
Early Mental Health Initiative	*State*—AB 1650 Department of Mental Health	Schools, districts, local education agencies	Serves children (K-3) identified as having minor school adjustment difficulties to ensure a good start in school and increase the likelihood of their future school success. Provides for use of alternative personnel, cooperation with parents and teachers, and ongoing monitoring and evaluation.
EMPLOYMENT AND ECONOMIC DEVELOPMENT			
Vocational Education	*Federal, State, Local*	School districts, county offices of education, community colleges, community-based organizations	Provide assessment, counseling, vocational education, on-the-job training, job placement, and basic/remedial education to youth and adults (check for eligibility).
One-Stop Career Center System Initiative	*Federal* Department of Labor	Employment Development Department, Service Delivery Area/Private Industry Council	Plans to design and implement an integrated, comprehensive, customer-focused, and performance-based service delivery system for employment, training, and related education programs and services.
Job Training Partnership Act	*Federal* Department of Labor	Private Industry Council, school district, county office of education, community colleges	Provides employability services including job placement, basic/remedial education, on-the-job training and vocational education to economically disadvantaged adults, youth, and older workers.
Job Service (also Job Agent and Intensive Services programs)	*Federal* Department of Labor and *State* Employment Development Department	Employment Development Department	Helps employers find job-ready applicants for their job openings and reduces unemployment for adults and youth by providing job placement, counseling, testing, job fairs, job search training workshops, employer services, and labor market information.

EDUCATION SERVICES					
INITIATIVE/ PROGRAM	**FUNDING**	**PURPOSE**	**WHO'S ELIGIBLE**	**WHEN APPLICATION IS AVAILABLE/DUE**	**CONTACT AT CALIF. DEPT. OF EDUCATION**
Education Reform and Innovation					
Grade Level Reform Initiatives	California Department of Education General Education funds	Establishes the vision and strategies to enable academic success for all students, including collaborative partnerships with parents, other agenices, and community members. Grade level reform documents (4) are available from CDE.	School districts and county offices of education	Ongoing	Child Development Division (916)-322-6233 Elementary Education Division (916) 657-2435 Middle Grades Division (916) 654-6966 Secondary Education Division (916) 657-2532
School Improvement Program (SIP)	*State* School Improvement Funding Education Code 62002	For activities that improve all students' ability to learn and schools' instructional program for all students.	Schools, districts	Ongoing	Elementary Grades (916) 657-5440 Middle Grades (916) 657-5081 Secondary Level Susan Tidyman Alameda COE (510) 887-0152
School-Based Coordinated Programs	*State* Education Code 52800-52870 Flexible use of existing categorical funds	To encourage effective combination of categorical funds. Participants receive 8 staff development days.	School districts and county offices of education receiving state categorical funds	November and April consolidated applicataion	Elementary Academic Support (916) 657-2435
Title I (IASA) Part A-LEA Program Part B-Even Start (see followng item) Part C-Migrant Education Part D-Neglected, Delinquent or at Risk	*Federal* Improving America's Schools Act (IASA)	To improve student achievement via interlocking elements of standards and assessment, teaching and learning, professional development, creating linkages among parents, families, and school-communities, and local governance and funding structures.	Schools, districts, and county offices of education	Ongoing	District and School Support Division (916) 657-2577 <www.cde.ca.gov/iasa>

INITIATIVE/ PROGRAM	FUNDING	PURPOSE	WHO'S ELIGIBLE	WHEN APPLICATION IS AVAILABLE/DUE	CONTACT AT CALIF. DEPT. OF EDUCATION
Even Start Family Literacy	*Federal* Improving America's Schools Act (IASA)	Innovative approach to service families (parents with children 0-7 living in a low income area) by integrating early childhood education, adult basic education, parenting education, and coordination of service delivery agencies by developing partnerships.	Schools, districts, county offices of education, community-based organizations, universities/colleges	Ongoing	Elementary Academic Support Unit (916) 657-2435
Individuals with Disabilities Act (IDEA)	*Federal* PL 94-142 part H	Assessment and preventive services for very young children at risk of developmental disabilities. Also transition into appropriate school setting. Requires individualized plan.	Schools, districts, county offices of education	Ongoing	Special Education Division (916) 445-4613
School-Based Service Learning (National Community Service Trust Act)	California Department of Education/ Corporation for National Service Approximately $2 million statewide, individual grants from $20,000–$100,000	For district-wide implementation of the teaching method known as service learning.	School districts, county offices of education	Available January 2001	CalServe Initiative (916) 654-3741

INITIATIVE/ PROGRAM	FUNDING	PURPOSE	WHO'S ELIGIBLE	WHEN APPLICATION IS AVAILABLE/DUE	CONTACT AT CALIF. DEPT. OF EDUCATION
School-to-Career Initiative	*Federal* Direct School-to-Work Opportunities Act grants	Creates systems that offer all youth access to performance based education & training that results in portable credentials; preparation for first jobs in high-skill, high-wage careers; and increased opportunities for higher education.	Local Employment Development Departments; school districts, county offices of education, schools, community colleges		School to Career Office (916) 657-2541
Job Training Partnership Act 8% Statewide Education Coordination and Grants	JTPA 8%-30% Projects $75,000 JTPA 8%-50% GAIN Education Services	Provides youth & adults with barriers to employment with a range of occupational skills through school-to-career and CalWORKS projects, including employment preparation, adult basic education, ESL and GED.	Private Industry Council in collaboration with local education agencies (school districts, county offices of education, adult schools, regional occupational programs/centers and community colleges)		Employment Preparation and Interagency Relations Office (916) 324-9605
Adult Education	*Federal and State*	Provides adults and out-of-school youth with basic/ remedial education, English-as-a-second-language, and vocational education services	School districts, community colleges	Ongoing	Adult Education Field Assistance Unit (916) 322-5012
School Safety and Violence Prevention					
School Community Violence Prevention Grant Program	$50,000	To address local communities' unique needs related to non-violence strategies	School districts and county offices of education		School Safety and Violence Prevention Unit (916) 323-2183
School Violence Reduction Grant Program	Approximately $7.2 million statewide; county entitlement per enrollment	To implement a variety of safe schools strategies based on local needs	County offices of education (will offer grants to schools and school districts)	November	School Safety and Violence Prevention Unit (916) 323-2183
Safe School Plan Implementation Grants	$5,000 each (plus district matching fund) 100 issued each year	To assist schools in implementing a portion of their Safe School Plan	Schools	Available in August, due in October	School Safety and Violence Prevention Unit (916) 323-2183

INITIATIVE/ PROGRAM	FUNDING	PURPOSE	WHO'S ELIGIBLE	WHEN APPLICATION IS AVAILABLE/DUE	CONTACT AT CALIF. DEPT. OF EDUCATION
GRIP (Gang Risk Intervention Program)	$3 million statewide each year	To intervene and prevent gang violence	County offices of education (grant award preference to existing programs)	March-April	School Safety and Violence Prevention Unit (916) 323-2183
Title IV Improving America's Schools Act (IASA) Safe & Drug Free Schools and Communities	Per pupil allocation (Federal Fund Entitlement)	To initiate and maintain alcohol/drug/tobacco and violence prevention programs in schools	County offices of education and school districts receive entitlements	June and September Consolidated application	School Safety and Violence Prevention Unit (916) 323-2183/ Healthy Kids Program Office, (916) 657-3040
SB 65 School-Based Pupil Motivation and Maintenance (M&M) Grant	$43,104 per grant (Outreach Consultant)	To establish services and strategies designed to retain students in school	Schools in districts operating SB 65 M&M programs	Check for existing program—new school funding unlikely	Education Options Unit (916 322-5012
Targeted Truancy and Public Safety Grant Program	$10 million for 8 or more sites (3 year demonstration grant)	To implement integrated interventions to prevent repeated truant and related behaviors	School district and county offices of education	December	School Safety and Violence Prevention Unit (916) 323-2183
Tobacco Use Prevention					
Community Tobacco Use Prevention Program	Department of Health Services, Tobacco Control Section	Conduct interventions that support three priority areas: 1) Environmental tobacco smoke, 2) youth access to tobacco products and 3) counter pro-tobacco tactics	Commuity based organizations, schools		
Tobacco Use Prevention Education (TUPE) Grades 4 through 8	$14,400,000 (Entitlements, not a grant process)	To provide tobacco education and prevention programs for grades 4-8 based on A.D.A.	County offices of education and school districts	Available Sept. 5	Healthy Kids Program Office (916) 657-2810
TUPE Innovative Projects	$2,666,667	To promote and expand innovative and promising tobacco projects	Districts and county offices of education with innovative and promising projects	Pending	Healthy Kids Program Office (916) 657-2810

INITIATIVE/ PROGRAM	FUNDING	PURPOSE	WHO'S ELIGIBLE	WHEN APPLICATION IS AVAILABLE/DUE	CONTACT AT CALIF. DEPT. OF EDUCATION
School Integrated Services					
Healthy Start Support Services for Children Act (SB 620)	$39 million statewide; $50,000 planning grant $400,000 operational grant	Planning (planning grants) or implementing/expanding (operational grants) school integrated supports and services to assist children, youth, and families with achieving success	School districts and county offices of education. Targeted to schools with high population of low income and LEP students	Available in November. Due in March.	Healthy Start Office (916) 657-3558
Coordinated Services (IASA)	*Federal* Title XI Improving America's Schools Act (up to 5% of funds allocated for other IASA Titles)	Develop, implement or expand coordinated social, health, and education support and service programs for children and their families	Schools, districts (waiver must be submitted to CDE for approval)	Ongoing	Healthy Start Office (916) 657-3558
HIV/AIDS Grant Programs—Comprehensive School Health Program Office					
HIV/AIDS Prevention Education Grant Program	$30,000—Basic grant $80,000—Demonstration project (Both for 18 month period 1/1/98-6/30/99)	Use local HIV/AIDS prevention resources to develop age-appropriate and culturally sensitive HIV/AIDS prevention education activities for youth in school	School districts and county offices of education	Available October 20. Due end of November	Healthy Kids Program Office (916) 657-2810
Homeless Children Services					
Education for Homeless Children and Youth Program	$2.3 million statewide (approximate)	To ensure homeless children are provided the same free, appropriate public education as provided to other children and youth	School districts and county offices of education	20 grantees funded 1997–2000	Elementary Academic Support (916) 657-2435
Teenage Pregnancy Prevention					
Teenage Pregnancy Prevention Grant Program	$10 million statewide each year	5-year competitive grant program to delay onset of sexual activitiy and reduce the incidence of teenage pregnancy	School districts and county offices of education	37 grantees funded in fiscal year 1996–97 for the 5 year period	Family and Community Partnerships Unit (916) 653-3768

INITIATIVE/ PROGRAM	FUNDING	PURPOSE	WHO'S ELIGIBLE	WHEN APPLICATION IS AVAILABLE/DUE	CONTACT AT CALIF. DEPT. OF EDUCATION
Nutrition Education and Services					
SHAPE California Comprehensive Nutrition Grants and/or Garden Enhanced Nutrition Education Grants	Approximately $190,000 statewide. Availability for 1998 not yet confirmed.	SHAPE: Support comprehensive nutrition services—healthy school meals, nutrition education and supportive partnerships. Garden: motivate children to make healthy food choices, and integrate aspects of growing, marketing, preparing, eating and composting food	School districts and private schools that participate in a federal lunch and/or breakfast program	Spring/Spring	Nutrition Education and Training Programs (916) 322-4392
Pregnant and Lactating Student Meal Supplement Program (PALS)	$.6545 per student per day	Reimbursement for meal supplements to pregnant or lactating students	School food authorities that participate in a federal lunch and/or breakfast program	Continuous filing	School Nutrition Program Unit (916) 323-1580
California State School Breakfast Program Start-up Grants	$1 million statewide Up to $10,000 per school	Defray expenses of initiating a School Breakfast Program	Schools that -Have no breakfast program -30% needy students -Will maintain program for at least 3 years	Continuous filing and awards	School Nutrition Program Unit (916) 323-1580
National School Lunch Program	Varies, may be up to $1.91 per meal	Provides nutritious lunches to children through reimbursement for paid, reduced fee and free meals. Federally funded through USDA	Public and private non-profit schools	Continuous filing	School Nutrition Program Unit (916) 323-1580
School Breakfast Program	Varies, may be up to $1.2450 per meal	Provides nutritious breakfasts to children through USDA reimbursements for paid, reduced fee and free meals	Public and private non-profit schools	Continuous filing	School Nutrition Program Unit (916) 323-1580
Professional Development for Child Nutrition Program Staff Mini-Grants	Approximately $75,000 statewide $5,000 district	Provides incentive for Child Nutrition personnel to enroll in approved professional development programs	School districts that participate in federal lunch and/or breakfast programs	Winter 1998	Nutrition Education and Training Programs (916) 322-4392

Examples of Federal Resources

To illustrate the range of federally funded resources, the following table was abstracted from 'Special Education for Students with Disabilities.' (1996). *The Future of Children*, 6(1), 162-173. The document's appendix provides a more comprehensive table.

What follows is a table composed of a broad range of federally supported programs which exist to meet specific needs of children and young adults with disabilities. Services include education, early intervention, health services, social services, income maintenance, housing, employment, and advocacy. The following presents information about programs that

- are federally supported (in whole or in part)
- exclusively serve individuals with disabilities or are broader programs (for example, Head Start) which include either a set-aside amount or mandated services for individuals with disabilities.
- provide services for children with disabilities or for young adults with disabilities through the process of becoming independent, including school-to-work transition and housing
- have an annual federal budget over $500,000,000 per year. (Selected smaller programs are also included).

Category	Program	Purpose	Target Population	Services Funded
Education	Special Education-State Grants Program for Children with Disabilities US Dept. of Education, Office of Special Education Programs contact: Division of Assistance to States, (202) 205-8825	To ensure that all children with disabilities receive a free, appropriate public education (FAPE). This is an entitlement program	Children who have one or more of the following disabilities and who need special education or related services: Mental retardation, Hearing impairment, Deafness, Speech or language impairment, Visual impairment, Serious emotional disturbance, Orthopedic impairments, Autism, Traumatic brain injury, Specific learning disabilities, Other health impairments	Replacement evaluation, Reevaluation at least once every 3 years, Individualized education program, Appropriate instruction in the least restrictive environment
Comprehensive Services to Preschool Children	Head Start US Dept. of Health and Human Services contact: Head Start Bureau, (202) 205-8572	To provide a comprehensive-array of services and support which help low-income parents promote each child's development of social competence	Primarily 3- and 4-year-old low-income children and their families Statutory set-aside requires that at least 10% of Head Start enrollees must be disabled children	Education, Nutrition, Dental, Health, Mental health, Counseling/psychological therapy, Occupational/physical/speech therapy, Special services for children with disabilities, Social services for the family
Health	Medicaid US Dept. of Health and Human Services contact: Medicaid Bureau, (410) 768-0780	To provide comprehensive health care services for low-income persons This is an entitlement program	Low-income persons: Over 65 years of age, Children and youths to age 21, Pregnant women, Blind or disabled, and in some states- Medically needy persons not meeting income eligibility criteria	Screening, diagnosis, and treatment for infants, children, and youths under 21; Education-related health services to disabled students; Physician and nurse practitioner services; Rural health clinics; Medical, surgical, and dental services; laboratory and x-ray services; nursing facilities and home health for age 21 and older; Home/community services to avoid institutionalization; family planning services and supplies.
Health	Disabilities Prevention US Dept. of Health and Human Services, Centers for Disease Control and Prevention contact: Disabilities Prevention Program, (770) 488-7082	Funds educational efforts and epidemiological projects to prevent primary and secondary disabilities	Persons with: Mental retardation, Fetal alcohol syndrome, Head and spinal cord injuries, Secondary conditions in addition to identified disabilities, Selected adult chronic conditions	Funds pilot projects that are evaluated for effectiveness at disability prevention; Establishes state offices and advisory bodies; Supports state/local surveillance and prevention activities; Conducts and quantifies prevention programs; Conducts public education/awareness campaigns

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Category	Program	Purpose	Target Population	Services Funded
Health	Maternal and Child Health Services US Dept. of Health and Human Services contact: Maternal and Child Health Bureau, (301)443-8041	To provide core public health functions to improve the health of mothers and children	Low-income women and children; Children with special health needs, including but not limited to disabilities	Comprehensive health and related services for children with special health care needs; Basic health services including preventative screenings, prenatal and postpartu care, delivery, nutrition, immunization, drugs, laboratory tests, and dental; Enabling service including transportation, case management, home visiting, translation services
Mental Health	Comprehensive Mental Health Services for Children and Adolescents with Serious Emotional Disturbances and Their Families US Dept. of Health and Human Service contact: Child, Adolescent and Family Branch Program Office, (301) 433-1333	The development of collaborative community-based mental health service delivery systems	Children and adolescents under 22 years of age with severe emotional, behavioral, or mental disorders and their families	Diagnostic and evaluation service Individualized service plan with designed case manager; Respite care; Intensive day treatment; Therapeutic foster care; Intensive home-, school-, or clinic-based services; Crisis services; Transition services from adolescence to adulthood
Social Services	Foster Care US Dept. of Health and Human Services contact: Children's Bureau, (2020) 205-8618	To assist states with the costs of: foster care maintenance; administrative costs; training for staff, foster parents, and private agency staff. This is an entitlement program	Children and youths under 18 who need placement outside their homes	Direct costs of foster care maintenance; placement; case planning and review; training for staff, parents, and private agency staff
Housing	Supportive Housing US Dept. of Hosing and Urban Development (HUD contact: Local Housing and Urban Development field office	To expand the supply of housing that enables persons with disabilities to live independently	Very low-income persons who are: blind or disabled, including children and youths 18 years of age and younger who have a medically determinable physical or mental impairment and who meet financial eligibility requirements; over 65 years of age	Cash assistance Average monthly payment is $420 per child with disability. Range is from $1 to $446

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21st Century Community Learning Centers Initiative (After-School, Weekend, and Summer Programs for Youth)

Another growing federal source of support for efforts to address barriers to learning is the *21st Century Community Learning Centers Initiative*. Authorized under Title X, Part I of the Elementary and Secondary School Act, school-based community learning centers can provide a safe, drug-free, supervised and cost-effective after-school, weekend, or summer haven for children, youth, and their families. This program offers ways to expand the range of learning opportunities for participants.

In 1998, the program provided nearly $100 million to rural and inner-city public schools to address the educational needs during after-school hours, weekends, and summers. Another $100 million is available for 1999 and the President has indicated he will ask for $600 million for FY 2000. Grants are awarded to rural and inner-city public schools, or consortia of such schools, to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community.

The program enables schools to stay open longer, providing a safe place for a range of activity and resources that can help address barriers to learning and teaching. For example, the support can be used to provide

- homework centers
- intensive mentoring
- drug and violence prevention counseling
- technology education programs
- enrichment in core academic subjects
- recreation opportunities, such as participation in chorus, band, and the arts
- services for children and youth with disabilities.

In offering activities, public schools can collaborate with other public and non-profit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), and scientific/cultural, and other community institutions.

Contact: U.S. Dept. of Education -- Email: 21stCCLC@ed.gov; Ph: 202/219-2109; Fax: 202/219-2190; Web: http://www.ed.gov/offices/OERI/21stCCLC/

Financing for Schools to Enhance Coordination of Programs and Services to Address Barriers to Learning

Title XI of the Improving Americas Schools Act of 1994 is designed to foster coordinated services to address problems that children face outside the classroom that affect their performance in schools.

Under this provision, school districts, schools, and consortia of schools may use up to 5 percent of the funds they receive under the Elementary and Secondary Education Act (ESEA) to develop, implement, or expand efforts to coordinate services.

The intent is to improve access to social, health, and education programs and services to enable children to achieve in school and to involve parents more fully in their children's education.

Among the barriers cited in the legislation as impeding learning are poor nutrition, unsafe living conditions, physical and sexual abuse, family and gang violence, inadequate health care, unemployment, lack of child care, and substance abuse.

Interested applicants should contact:

Susan Wellman
Program Analyst, Title XI
Elementary and Secondary Education
600 Independence Ave., SW (Portals Room 4400)
Washington, D.C. 20202-6132
(202)260-0984

Several school districts have already initiated efforts under Title XI. You may want to contact either of the following to get a sense of their approach.

Sally Coughlin, Assistant Superintendent
Student Health and Human Services
Los Angeles Unified School District
450 N. Grand Ave.
Los Angeles, CA 90012
(213)625-5635

Jenni Jennings, Coordinator
Youth & Family Centers
Dallas Public Schools
425 Office Parkway
Dallas, TX 75204
(214)827-4343

FUNDING SOURCES FOR SCHOOL BASED HEALTH PROGRAMS

SOURCE OF FUNDS/CATEGORIES	HOW TO ACCESS OPTIONS	USE OF REVENUES IN BALTIMORE
General Funds: Local Health Dept. Budget	Determined by municipal government See local Health Departments	Budget for school nurses, aides, MDs, clerical, administration
Federal: EPSDT Administrative	Application to State EPSDT Office for administrative federal financial participation for expenditures related to outreach and case management that support the effort to assure pregnant women and children with MA or likely to be eligible for MA receive preventive health services.	Applied to school nurse salaries who provide administrative outreach and case management. Results in having local funds available for the SBC program.
Title V (C and Y)	Application to agency delegated by State to distribute funds for primary health care for uninsured children.	Supports core staff in 3 school-based health centers.
STATE: Legislative	Bill initiated by state senator.	$41,000 for 1 PNP in designated school
HMO Reimbursement Out of Plan Family Planning Provider (SBHC)	Per State HMO contract, bill HMO for Family Planning services as out of plan provider.	Added to resource pool for expanding services in school clinics.
Pre-authorized services (SBHC)	Contract to complete EPSDT screens for HMO enrollees in SBHC schools.	Fee for service reimbursement
Fee for service: School-Based Clinics (SBHCs)	Apply for Medicaid Provider status. Arrange for revenues to be retained by program without requirement to spend in year of receipt.	Used to expand staff with part-time NPs, Medical assistants, physician preceptors, and contracts for mental health clinicians

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SOURCE OF FUNDS/CATEGORIES	OPTIONS	USE OF REVENUES IN BALTIMORE
Fee for service: School Nurse Programs	Apply for Medicaid provider number as LHD or LEA for medically necessary services provided in schools e.g. IEP nurse services.	Used to retain positions cut in local funds budget, provide education benefits for nurses, purchase equipment, add clerical support
Health Related services IEP/IFSP	Application to Medicaid as provider reimbursement for services provided to school children under IEP/IFSP. School Districts can apply directly for provider status or enter into a Letter of Agreement with a local health department and provides services as a clinic of local health dept. Uses specific LHD provider number. Agencies described above apply to state Medicaid.	Produces a significant revenue base that can support entire SBHC programs as is done by Baltimore County. Baltimore's MO. between Health and Education stipulates that revenues must be used to expand or initiate expanded health services in schools. 38 school nurse positions, CHN Supvr, 6 Aides, social workers, 57 school-based mental health clinics, assistive technology equipment and a portable Dental Sealant Program for elementary schools.
Case Management for Pediatric AIDS	Have school or clinic nurse provide case management for HIV positive children in schools through cooperation with local Pediatric AIDS Coordinator.	New option in Maryland.
Home-based services & Service Coordination services	Apply for or include in MA provider application. Available for school nurses who complete required assessments and follow-up for eligible children.	Not used in Baltimore schools
Targeted Case Management under Healthy Start		Not used

Source:
Bernice Rosenthal MPH
Baltimore City Health Department

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Approaching Foundations

Local foundations can be a source of funding, information and other resources. Some are private foundations established by individual donors and families; others are nonprofit entities such as community and corporate foundations. Most foundations support specific goals and activities and may have geographic preferences, and thus, applicants need to be certain that what they are seeking is consistent with the foundation's interests. Information about a foundation's mission is readily available in annual reports, published guidelines, websites, and general reference resources. Such resources also will clarify the type of support provided, which may include funds for operations, equipment, capital expenditures, capacity building, planning, and demonstration projects,

With specific respect to supporting the efforts of school-community partnerships, foundations may also help by providing:

- information about other local nonprofits;
- data about the community, including demographics
- linkages to service providers;

materials, studies, and evaluations;

help with long-range planning to address local needs and sustain effective services.

Foundations often maintain on-going relationships with other funders and government entities. They can, therefore, help school-community partnerships see the big picture as it relates to a given partnership. This broader perspective can help school-community partners identify their unique contributions. At a minimum, partnerships are wise to keep local foundations informed of their activities and efforts.

More Federal Funds for School Reform

The Comprehensive School Reform Demonstration (CSRD) Program provides funding to help schools adopt successful comprehensive school reform models. The program makes $145 million available to state education agencies to provide competitive incentive grants to school districts for schools that elect to pursue comprehensive reform. Of these funds, $120 million is earmarked for Title I schools and $25 million can go to any school under the Fund for the Improvement of Education. Up to 3,000 schools may be eligible for grants of no less than $50,000 (renewable for two years).

How these grants flow to schools, and which schools receive these grants, will be determined at the state and district levels. The federal legislation identifies a number of comprehensive school reform models, but also adds that schools can adopt other, research-based comprehensive models.

In addition to the state funds, the ten regional educational laboratories will receive $4 million to help schools select, design, implement, and evaluate comprehensive school reforms. NCREL will receive approximately $500,000. The U.S. Department of Education will receive $1 million to disseminate proven comprehensive school reform models.

Designed to raise student achievement by "jump starting" the implementation of research-based, comprehensive school reform models, the legislation identifies 17 specific models but allows schools to adopt other research-based strategies. All approaches, however, must include an emphasis on basic academics and parental involvement.

Resources and information to help schools and districts make decisions regarding comprehensive school reform models are available on the NCREL Web site www.ncrel.org/csri/. It includes information on the nine components of comprehensive school reform programs listed in the legislation, a Catalogue of School Reform Models complied by NWREL, free design model videotapes for school and district viewing, and an initial school self evaluation instrument to help schools determine their readiness for comprehensive school reform.

While the Department's Office of Elementary and Secondary Education is administering the grant program, OERI's regional educational laboratories are playing an important role in assisting states, districts, and schools to implement the CSR Demonstration Program.

Currently, the North Central Regional Educational Laboratory (NCREL) is making available 16 90-minute videotapes, each featuring a program description by a reform model developer. In addition, 2 overview videos feature 8-minute summary interviews with developers. SEAs, schools, and districts may obtain the tapes free (on loan). For ordering information, visit the NCREL Web site or phone Margaret O'Keefe at 1-800-356-2735, ext. 1062.

Resource Aids

A. Self-Study Surveys for Mapping, Analyzing, and Rethinking Learning Supports

B. School-Community Partnerships: Self-Study Surveys

C. Benchmarks for Monitoring and Reviewing Restructuring Progress

Resource Aid A

Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs

Every school needs a learning support or "enabling" component that is well-integrated with its instructional component. Such an enabling component addresses barriers to learning and promotes healthy development.

This Resource Aid provides a set of surveys covering six program areas and the leadership and coordination systems every school must evolve to enable learning effectively. Areas covered are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). In addition, there is a survey of mechanisms for leadership and coordination of enabling activity.

Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

The following were designed as a set of self-study surveys to aid school staff as they try to map and analyze their current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

In addition to an overview Survey of System Status, there are status surveys to help think about ways to address barriers to student learning by enhancing

- classroom-based efforts to enhance learning and performance of those with mild-moderate learning, behavior, and emotional problems
- support for transitions
- prescribed student and family assistance
- crisis assistance and prevention
- home involvement in schooling
- outreach to develop greater community involvement and support--including recruitment of volunteers

This type of self-study is best done by teams. For example, a group of teachers could use the items to discuss how the school currently supports their efforts, how effective the processes are, andwhat's not being done. Members of the team initially might work separately in filling out the items, but the real payoff comes from discussing them as a group. The instrument also can be used as a form of program quality review.

In analyzing the status of the school's efforts, the group may decide that some existing activity is not a high priority and that the resources should be redeployed to help establish more important programs. Other activity may be seen as needing to be embellished so that it is effective. Finally, decisions may be made regarding new desired activities, and since not everything can be added at once, priorities and timelines can be established.

Note: This material was collated in this form as a first draft. Please let us know how we might improve it to serve you better.

Survey of System Status

As your school sets out to enhance the usefulness of education support programs designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work in a coordinated way*
- *what procedures are in place for enhancing resource usefulness*

This survey provides a starting point.

Items 1-6 ask about what processes are in place.
Use the following ratings in responding to these items.

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized (well established with a commitment to maintenance)

Items 7- 10 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

DK = don't know
1 = hardly ever effective
2 = effective about 25 % of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective

DK = *don't know*
1 = *not yet*
2 = *planned*
3 = *just recently initiated*
4 = *has been functional for a while*
5 = *well institutionalized*

1. Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning (e.g., education support programs, health and social services, the Enabling Component)? DK 1 2 3 4 5

2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together? DK 1 2 3 4 5

3. Do you have a Resource Coordinating Team? DK 1 2 3 4 5

4. Do you have written descriptions available to give staff (and parents when applicable) regarding

   (a) activities available at the site designed to address barriers to learning (programs, teams, resources, services -- including parent and family service centers if you have them)? DK 1 2 3 4 5

   (b) resources available in the community? DK 1 2 3 4 5

   (c) a system for staff to use in making referrals? DK 1 2 3 4 5

   (d) a system for triage (to decide how to respond when a referral is made)? DK 1 2 3 4 5

   (e) a case management system? DK 1 2 3 4 5

   (f) a student study team? DK 1 2 3 4 5

   (g) a crisis team? DK 1 2 3 4 5

   (h) Specify below any other relevant programs/services -- including preventive approaches (e.g., prereferral interventions; welcoming, social support, and articulation programs to address transitions; programs to enhance home involvement in schooling; community outreach and use of volunteer)?

   _____ DK 1 2 3 4 5

   _____ DK 1 2 3 4 5

   _____ DK 1 2 3 4 5

   _____ DK 1 2 3 4 5

5. Are there effective processes by which staff and families learn

   (a) what is available in the way of programs/services? DK 1 2 3 4 5

   (b) how to access programs/services they need? DK 1 2 3 4 5

6. With respect to your complex/cluster's activity designed to address barriers to learning has someone at the school been designated as a representative to meet with the other schools? DK 1 2 3 4 5

DK = don't know
1 = hardly ever effective
2 = effective about 25% of the time
3 = effective about halff the time
4 = effective about 75% of the time
5 = almost always effective

7. How effective is the

   (a) referral system? DK 1 2 3 4 5

   (b) triage system? DK 1 2 3 4 5

   (c) case management system? DK 1 2 3 4 5

   (d) student study team? DK 1 2 3 4 5

   (e) crisis team? DK 1 2 3 4 5

8. How effective are the processes for

   (a) planning, implementing, and evaluating system improvements (e.g., related to referral, triage, case management, student study team, crisis team, prevention programs)? DK 1 2 3 4 5

   (b) enhancing resources for assisting students and family (e.g., through staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)? DK 1 2 3 4 5

9. How effective are the processes for ensuring that

   (a) resources are properly allocated and coordinated? DK 1 2 3 4 5

   (b) linked community services are effectively coordinated/ integrated with related activities at the site? DK 1 2 3 4 5

10. How effective are the processes for ensuring that resources available to the whole complex/cluster are properly allocated and shared/coordinated? DK 1 2 3 4 5

Please list community resources with which you have formal relationships.

(a) Those that bring program(s) to the school site

(b) Those not at the school site but which have made a special commitment to respond to the school's referrals and needs.

Classroom-Focused Enabling

The emphasis here is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom. This is accomplished by providing personalized help to increase a teacher's array of strategies for working with a wider range of individual differences (e.g., through use of accommodative and compensatory strategies, peer tutoring and volunteers to enhance social and academic support, resource and itinerant teachers and counselors in the classroom). Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future. Anticipated outcomes are increased mainstream efficacy and reduced need for special services.

Please indicate all items that apply.

A. What programs for *personalized professional development* are currently at the site?	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Are teachers clustered for support and staff development?	___	___	___	___
2. Are models used to provide demonstrations?	___	___	___	___
3. Are workshops and readings offered regularly?	___	___	___	___
4. Is consultation available from persons with special expertise such as				
a. members of the Student Success Team?	___	___	___	___
b. resource specialists and/or special education teachers?	___	___	___	___
c. members of special committees?	___	___	___	___
d. bilingual and/or other coordinators?	___	___	___	___
e. counselors?	___	___	___	___
f. other? (specify) _____	___	___	___	___
5. Is there a formal mentoring program?	___	___	___	___
6. Is there staff social support?	___	___	___	___
7. Is there formal conflict mediation/resolution for staff?	___	___	___	___
8. Is there assistance in learning to use advanced technology?	___	___	___	___
9. Other (specify) _____	___	___	___	___

B. What supports are available in the classroom to help students identified as having problems?				
1. Are "personnel" added to the class (or before/after school)? If yes, what types of personnel are brought in:				
a. aides (e.g., paraeducators; other paid assistants)?	___	___	___	___
b. older students?	___	___	___	___
c. other students in the class?	___	___	___	___
d. volunteers?	___	___	___	___
e. parents?	___	___	___	___
f. resource teacher?	___	___	___	___
g. specialists?	___	___	___	___
h. other? (specify)_____	___	___	___	___

Classroom-Focused Enabling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
2. Are materials and activities upgraded to				
a. ensure there are enough basic supplies in the classroom?	___	___	___	___
b. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)?	___	___	___	___
c. include advanced technology?	___	___	___	___
d. other? (specify) _____	___	___	___	___
C. What is done to assist a teacher who has difficulty with limited English speaking students?				
1. Is the student reassigned?	___	___	___	___
2. Does the teacher receive professional development related to working with limited English speaking students?	___	___	___	___
3. Does the bilingual coordinator offer consultation?	___	___	___	___
4. Is a bilingual aide assigned to the class?	___	___	___	___
5. Are volunteers brought in to help (e.g., parents, peers)?	___	___	___	___
6. Other? (specify) _____	___	___	___	___
D. What types of technology are available to the teachers?				
1. Are there computers in the classroom?	___	___	___	___
2. Is there a computer lab?	___	___	___	___
3. Is computer assisted instruction offered?	___	___	___	___
4. Are there computer literacy programs?	___	___	___	___
5. Are computer programs used to address ESL needs?	___	___	___	___
6. Does the classroom have video recording capability?	___	___	___	___
7. Is instructional TV used in the classroom?				
a. videotapes?	___	___	___	___
b. PBS?	___	___	___	___
8. Is there a multimedia lab?	___	___	___	___
9. Other? (specify)_____	___	___	___	___
E. What curricular enrichment and adjunct programs do teachers use?				
1. Are library activities used regularly?	___	___	___	___
2. Is music/art used regularly?	___	___	___	___
3. Is health education a regular part of the curriculum?	___	___	___	___

Classroom-Focused Enabling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Are student performances regular events?	___	___	___	___
5. Are there several field trips a year?	___	___	___	___
6. Are there student council and other leadership opportunities?	___	___	___	___
7. Are there school environment projects such as				
a. mural painting?	___	___	___	___
b. horticulture/gardening?	___	___	___	___
c. school clean-up and beautification?	___	___	___	___
d. other? (specify)_____	___	___	___	___
8. Are there special school-vide events such as				
a. clubs and similar organized activities?	___	___	___	___
b. publication of a student newspaper?	___	___	___	___
c. sales events (candy, t shirts)?	___	___	___	___
d. poster contests?	___	___	___	___
e. essay contests?	___	___	___	___
f. a book fair?	___	___	___	___
g. pep rallies/contests?	___	___	___	___
h. attendance competitions?	___	___	___	___
i. attendance awards/assemblies?	___	___	___	___
j. other? (specify) _____	___	___	___	___
9. Are "guest' contributors used (e.g., outside speakers/performers)?	___	___	___	___
10. Other? (specify)_____	___	___	___	___

F. What programs for temporary out of class help are currently at the site?

1. Is there a family center providing student and family assistance?	___	___	___	___
2. Are there designated problem remediation specialists?	___	___	___	___
3. Is there a "time out" room?	___	___	___	___
4. other? (specify) _____	___	___	___	___

G. What programs are used to train aides, volunteers, and other "assistants" who come into the classrooms to work with students who need help?

_____ _____
_____ _____
_____ _____
_____ _____

	Yes	Yes but more of this is needed	No	If no, is this something you want
H. Which of the following can teachers request as special interventions?				
1. family problem solving conferences	___	___	___	___
2. exchange of students as an opportunity for improving the match and for a fresh start	___	___	___	___
3. referral for specific services	___	___	___	___
4. other (specify) _____	___	___	___	___
I. Is there ongoing training for team members concerned with the area of Classroom-Focused Enabling?	___	___	___	___

J. Please indicate below any other ways that are used at the school to assist a teacher's efforts to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

K. Please indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

Support for Transitions

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transition concerns confronting students and their families. The work in this area can be greatly aided by advanced technology. Anticipated outcomes are reduced levels of alienation and increased levels of positive attitudes toward and involvement at school and in a range of learning activity.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. What programs for establishing a welcoming and supportive community are at the site?				
1. Are there welcoming materials/a welcoming decor?	___	___	___	___
Are there welcome signs?	___	___	___	___
Are welcoming information materials used?	___	___	___	___
Is a special welcoming booklet used?	___	___	___	___
Are materials translated into appropriate languages?	___	___	___	___
Is advanced technology used as an aid?	___	___	___	___
2. Are there orientation programs?	___	___	___	___
Are there introductory tours?	___	___	___	___
Are introductory presentations made?	___	___	___	___
Are new arrivals introduced to special people such as the principal and teachers?	___	___	___	___
Are special events used to welcome recent arrivals?	___	___	___	___
Are different languages accommodated?	___	___	___	___
3. Is special assistance available to those who need help registering?	___	___	___	___
4. Are social support strategies and mechanisms used?	___	___	___	___
Are peer buddies assigned?	___	___	___	___
Are peer parents assigned?	___	___	___	___
Are special invitations used to encourage family involvement?	___	___	___	___
Are special invitations used to encourage students to join in activities?	___	___	___	___
Are advocates available when new arrivals need them?	___	___	___	___
5. Other? (specify) _____	___	___	___	___
B. Which of the following transition programs are in use for grade-to-grade and program-to-program articulation?				
1. Are orientations to the new situation provided?	___	___	___	___
2. Is transition counseling provided?	___	___	___	___
3. Are students taken on "warm-up" visits?	___	___	___	___
4. Is there a "survival" skill training program?	___	___	___	___
5. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
6. other (specify) _____	___	___	___	___

C. Which of the following are used to facilitate transition to post school living?	Yes	Yes but more of this is needed	No	If no, is this something you want
1. vocational counseling	___	___	___	___
2. college counseling	___	___	___	___
3. a mentoring program	___	___	___	___
4. job training	___	___	___	___
5. job opportunities on campus	___	___	___	___
6. a work-study program	___	___	___	___
7. life skills counseling	___	___	___	___
8. Other? (specify) _____	___	___	___	___
D. Which of the following before and after school programs are available?				
1. subsidized breakfast/lunch program	___	___	___	___
2. recreation program	___	___	___	___
3. sports program	___	___	___	___
4. Youth Services Program	___	___	___	___
5. youth groups such as drill team				
interest groups	___	___	___	___
service clubs	___	___	___	___
organized youth programs ("Y," scouts)	___	___	___	___
CA. Cadet Corps	___	___	___	___
other (specify)_____	___	___	___	___
6. academic support in the form of				
tutors	___	___	___	___
homework club	___	___	___	___
study ball	___	___	___	___
homework phone line	___	___	___	___
homework center	___	___	___	___
other (specify) _____	___	___	___	___
7. enrichment opportunities (including classes)	___	___	___	___
8. Other (specify) _____	___	___	___	___

Support for Transitions (cont.)

E. Which of the following programs are offered during intersession?	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. recreation	___	___	___	___
2. sports	___	___	___	___
3. Youth Services	___	___	___	___
4. youth groups	___	___	___	___
5. academic support	___	___	___	___
6. enrichment opportunities (including classes)	___	___	___	___
7. other (specify) _____	___	___	___	___
F. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Support for Transitions?	___	___	___	___
2. Is there ongoing training for staff of specific services/ programs? (e.g., teachers, peer buddies, office staff, administrators)?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
G. Which of the following topics are covered in educating stakeholders?				
1. understanding how to create a psychological sense of community	___	___	___	___
2. developing systematic social supports for students, families, and staff	___	___	___	___
3. developing motivation knowledge, and skills for successful transitions	___	___	___	___
4. the value of and strategies for creating before and after school programs	___	___	___	___

H. Please indicate below any other ways that are used to provide support for transitions.

_____ _____
_____ _____
_____ _____
_____ _____

I. Please indicate below other things you want the school to do to provide support for transitions.

_____ _____
_____ _____
_____ _____
_____ _____

Student and Family Assistance Programs and Services

The emphasis here is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner. Special attention is paid to enhancing systems for triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. Intended outcomes are to ensure special assistance is provided when necessary and appropriate and that such assistance is effective.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this somethin you wan
A. Are there classroom focused enabling programs to reduce the need for teachers to seek special programs and services?	___	___	___	___
B. What activity is there to facilitate and evaluate requests for assistance?				
1. Does the site have a directory that lists services and programs?	___	___	___	___
2. Is information circulated about services/programs?	___	___	___	___
3. Is information circulated clarifying how to make a referral?	___	___	___	___
4. Is information about services, programs, and referral procedures updated periodically?	___	___	___	___
5. Is a triage process used to assess				
a. specific needs?	___	___	___	___
b. priority for service?	___	___	___	___
6. Are procedures in place to ensure use of prereferral interventions?	___	___	___	___
7. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?	___	___	___	___
8. Other? (specify) _____	___	___	___	___
C. After triage, how are referrals handled?				
1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?	___	___	___	___
2. Is there a special focus on facilitating effective decision making?	___	___	___	___
3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?	___	___	___	___
4. Other? (specify) _____	___	___	___	___

Student and Family Assistance Programs and Services (cont.)

D. What types of direct interventions are provided currently?	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Which medical services and programs are provided?				
a. immunizations	___	___	___	___
b. first aid and emergency care	___	___	___	___
c. crisis follow-up medical care	___	___	___	___
d. health and safety education and counseling	___	___	___	___
e. screening for vision problems	___	___	___	___
f. screening for hearing problems	___	___	___	___
g. screening for health problems (specify)	___	___	___	___
h. screening for dental problems (specify)	___	___	___	___
i. treatment of some acute problems (specify)	___	___	___	___
j. other (specify) _____	___	___	___	___
2. Which psychological services and programs are provided?				
a. psychological first aid	___	___	___	___
b. crisis follow-up counseling	___	___	___	___
c. crisis hotlines	___	___	___	___
d. conflict mediation	___	___	___	___
e. alcohol and other drug abuse programs	___	___	___	___
f. pregnancy prevention program	___	___	___	___
g. gang prevention program	___	___	___	___
h. dropout prevention program	___	___	___	___
I. physical and sexual abuse prevention	___	___	___	___
j. individual counseling	___	___	___	___
k. group counseling	___	___	___	___
l. family counseling	___	___	___	___
m. mental health education	___	___	___	___
n. home outreach	___	___	___	___
o. other (specify) _____	___	___	___	___
3. Which of the following are provided to meet basic survival needs?				
a. emergency food	___	___	___	___
b. emergency clothing	___	___	___	___
c. emergency housing	___	___	___	___
d. transportation support	___	___	___	___
e. welfare services	___	___	___	___
f. language translation	___	___	___	___
g. legal aid	___	___	___	___
h. protection from physical abuse	___	___	___	___
I. protection from sexual abuse	___	___	___	___
j. employment assistance	___	___	___	___
k. other (specify) _____	___	___	___	___

Student and Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want
4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?				
a. early education program	___	___	___	___
b. special day classes (specify) _____	___	___	___	___
c. speech and language therapy	___	___	___	___
d. adaptive P. E.	___	___	___	___
e. special assessment	___	___	___	___
f. Resource Specialist Program	___	___	___	___
g. Chapter I	___	___	___	___
h. School Readiness Language Develop. Program (SRLDP)	___	___	___	___
i. other (specify) _____	___	___	___	___
5. Which of the following adult education programs are provided?				
a. ESL	___	___	___	___
b. citizenship classes	___	___	___	___
c. basic literacy skills	___	___	___	___
d. parenting	___	___	___	___
e. helping children do better at school	___	___	___	___
f. other (specify) _____	___	___	___	___
6. Are services and programs provided to enhance school readiness? specify _____	___	___	___	___
7. Which of the following are provided to address attendance problems?				
a. absence follow-up	___	___	___	___
b. attendance monitoring	___	___	___	___
c. first day calls	___	___	___	___
8. Are discipline proceedings carried out regularly?	___	___	___	___
9. Other? (specify) _____	___	___	___	___
E. Which of the following are used to manage cases and resources?				
1. Is a student information system used?	___	___	___	___
2. Is a system used to trail progress of students and their families?	___	___	___	___
3. Is a system used to facilitate communication for	___	___	___	___
a. case management?	___	___	___	___
b. resource and system management?	___	___	___	___

Student and Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Are there follow-up systems to determine				
a. referral follow-through?	___	___	___	___
b. consumer satisfaction with referrals?	___	___	___	___
c. the need for more help?	___	___	___	___
5. Other? (specify) _____	___	___	___	___
F. Which of the following are used to help enhance the quality and quantity of services and programs?				
1. Is a quality improvement system used?	___	___	___	___
2. Is a mechanism used to coordinate and integrate services/programs?	___	___	___	___
3. Is there outreach to link-up with community services and programs?	___	___	___	___
4. Is a mechanism used to redesign current activity as new collaborations are developed?	___	___	___	___
5. Other? (specify) _____	___	___	___	___
G. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Student and Family Assistance?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs (e.g., Assessment and Consultation Team, direct service providers)?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
H. Which of the following topics are covered in educating stakeholders?				
1. broadening understanding of causes of learning, behavior, and emotional problems	___	___	___	___
2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	___	___	___	___
3. developing systematic academic supports for students in need	___	___	___	___
4. what classroom teachers and the home can do to minimize the need for special interventions	___	___	___	___

Student and Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
5. enhancing resource quality, availability, and scope	___	___	___	___
6. enhancing the referral system and ensuring effective follow-through	___	___	___	___
7. enhancing the case management system in ways that increase service efficacy	___	___	___	___
8. other (specify) _____	___	___	___	___

I. Please indicate below any other ways that are used to provide student and family assistance to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

J. Please indicate below other things you want the school to do to provide student and family assistance to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

Crisis Assistance and Prevention

The emphasis here is on responding to,, minimizing the impact of,,and preventing crises. If there is a school-based Family/Community Center facility, it provides a staging area and context for some of the programmatic activity. Intended outcomes of crisis assistance include ensuring immediate assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity outcomes are reflected in the creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety.

Please indicate all items that apply.

A. With respect to Emergency/Crisis Response:	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Is there an active Crisis Team?	___	___	___	___
2. Is the Crisis Team appropriately trained?	___	___	___	___
3. Is there a plan that details a coordinated response				
a. for all at the school site?	___	___	___	___
b. with other schools in the complex?	___	___	___	___
c. with community agencies?	___	___	___	___
4. Are emergency/crisis plans updated appropriately with regard to				
a. crisis management guidelines (e.g., flow charts, check list)?	___	___	___	___
b. plans for communicating with homes/community?	___	___	___	___
c. media relations guidelines?	___	___	___	___
5. Are stakeholders regularly provided with information about emergency response plans?	___	___	___	___
6. Is medical first aid provided when crises occur?	___	___	___	___
7. Is psychological first aid provided when crises occur?	___	___	___	___
8. Is follow-up assistance provided after the crises?				
a. for short-term follow-up assistance?	___	___	___	___
b. for longer-term follow-up assistance?	___	___	___	___
9. Other? (specify) _____	___	___	___	___

Crisis Assistance and Prevention (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. With respect to developing programs to prevent crises, are there programs for				
1. school and community safety/violence reduction?	___	___	___	___
2. suicide prevention?	___	___	___	___
3. child abuse prevention?	___	___	___	___
4. sexual abuse prevention?	___	___	___	___
5. substance abuse prevention?	___	___	___	___
6. other (specify) _____	___	___	___	___
C. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Crisis Assistance and Prevention?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
D. Which of the following topics are covered in educating stakeholders?				
1. how to respond when an emergency arises	___	___	___	___
2. how to access assistance after an emergency (including watching for post traumatic psychological reactions)	___	___	___	___
3. indicators of abuse and potential suicide and what to do	___	___	___	___
4. how to respond to concerns related to death, dying, and grief	___	___	___	___
5. how to mediate conflicts and minimize violent reactions	___	___	___	___
6. other (specify) _____	___	___	___	___

E. Please indicate below any other ways that are used to provide crisis assistance and prevention to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

F. Please indicate below other things you want the school to do to provide crisis assistance and prevention to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

Home Involvement in Schooling

The emphasis here is on enhancing home involvement through programs to address specific parent learning and support needs (e.g., ESL classes, mutual support groups), mobilize parents as problem solvers when their child has problems (e.g., parent education, instruction in helping with schoolwork), elicit help from families in addressing the needs of the community, and so forth. The context for some of this activity may be a parent center (which may be part of the Family/Community Service Center if one has been established at the site). Outcomes include specific measures of parent learning and indices of student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Which of the following are available to address specific learning and support needs of the adults in the home?				
1. Does the site offer adult classes focused on				
a. English As a Second Language (ESL)?	___	___	___	___
b. citizenship?	___	___	___	___
c. basic literacy skills?	___	___	___	___
d. GED preparation?	___	___	___	___
e. job preparation?	___	___	___	___
f. citizenship preparation?	___	___	___	___
g. other? (specify) _____	___	___	___	___
2. Are there groups for				
a. mutual support?	___	___	___	___
b. discussion?	___	___	___	___
3. Are adults in the home offered assistance in accessing outside help for personal needs?	___	___	___	___
4. Other? (specify) _____	___	___	___	___
B. Which of the following are available to help those in the home meet their basic obligations to the student?				
1. Is help provided for addressing special family needs for				
a. food?	___	___	___	___
b. clothing?	___	___	___	___
c. shelter?	___	___	___	___
d. health and safety?	___	___	___	___
e. school supplies?	___	___	___	___
f. other? (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
2. Are education programs offered on				
a. childrearing/parenting?	___	___	___	___
b. creating a supportive home environment for students?	___	___	___	___
c. reducing factors that interfere with a student's school learning and performance?	___	___	___	___
3. Are guidelines provided for helping a student deal with homework?	___	___	___	___
4. Other? (specify) _____	___	___	___	___
C. Which of the following are in use to improve communication about matters essential to the student and family?				
1. Are there periodic general announcements and meetings such as				
a. advertising for incoming students?	___	___	___	___
b. orientation for incoming students and families?	___	___	___	___
c. bulletins/newsletters?	___	___	___	___
d. back to school night/open house?	___	___	___	___
e. parent teacher conferences?	___	___	___	___
g. other? (specify) _____	___	___	___	___
2. Is there a system to inform the home on a regular basis				
a. about general school matters?	___	___	___	___
b. about opportunities for home involvement?	___	___	___	___
c. other? (specify) _____	___	___	___	___
3. To enhance home involvement in the student's program and progress, are interactive communications used, such as				
a. sending notes home regularly?	___	___	___	___
b. a computerized phone line?	___	___	___	___
c. frequent in-person conferences with the family?	___	___	___	___
d. other? (specify) _____	___	___	___	___
4. Other? (specify) _____	___	___	___	___
D. Which of the following are used to enhance the home-school connection and sense of community?				
1. Does the school offer orientations and open houses?	___	___	___	___
2. Does the school have special receptions for new families?	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
3. Does the school regularly showcase students to the community through				
a. student performances?	___	___	___	___
b. award ceremonies?	___	___	___	___
c. other? (specify) _____	___	___	___	___
4. Does the school offer the community				
a. cultural and sports events?	___	___	___	___
b. topical workshops and discussion groups?	___	___	___	___
c. health fairs	___	___	___	___
d. family preservation fairs	___	___	___	___
e. work fairs	___	___	___	___
f. newsletters	___	___	___	___
g. community bulletin boards	___	___	___	___
h. community festivals and celebrations	___	___	___	___
i. other (specify) _____	___	___	___	___
5. Is there outreach to hard to involve families such as				
a. making home visits?	___	___	___	___
b. offering support networks?	___	___	___	___
c. other? (specify) _____	___	___	___	___
6. Other? (specify) _____	___	___	___	___

E. Which of the following are used to enhance family participation in decision making essential to the student?

1. Families are invited to participate through personal				
a. letters	___	___	___	___
b. phone calls	___	___	___	___
c. other (specify) _____	___	___	___	___
2. Families are informed about schooling choices through				
a. letters	___	___	___	___
b. phone calls	___	___	___	___
c. conferences	___	___	___	___
d. other (specify) _____	___	___	___	___
3. Families are taught skills to participate effectively in decision making.	___	___	___	___
4. Staff are specially trained to facilitate family participation in decision making meetings.	___	___	___	___
5. Other (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
F. Which of the following are used to enhance home support of student's learning and development?				
1. Are families instructed on how to provide opportunities for students to apply what they are learning?	___	___	___	___
2. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
G. Which of the following are used to mobilize problem solving at home related to student needs?				
1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)?	___	___	___	___
2. Is good problem solving modeled at conferences with the family?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
H. For which of the following are those in the home recruited and trained to help meet school/community needs?				
1. Improving schooling for students by assisting				
a. administrators	___	___	___	___
b. teachers	___	___	___	___
c. other staff	___	___	___	___
d. with lessons or tutoring	___	___	___	___
e. on class trips	___	___	___	___
f. in the cafeteria	___	___	___	___
g. in the library	___	___	___	___
h. in computer labs	___	___	___	___
i. with homework helplines	___	___	___	___
j. in the front office to welcome visitors and new enrollees and their families	___	___	___	___
k. with phoning home regarding absences	___	___	___	___
1. outreach to the home	___	___	___	___
m. other? (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
2. Improving school operations by assisting with				
a. school and community up-keep and beautification	___	___	___	___
b. improving school-community relations	___	___	___	___
c. fund raising	___	___	___	___
d. PTA	___	___	___	___
e. enhancing public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
f. school governance	___	___	___	___
g. advocacy for school needs	___	___	___	___
h. advisory councils	___	___	___	___
i. program planning	___	___	___	___
j. other? (specify) _____	___	___	___	___
3. Establishing home-community networks to benefit the community	___	___	___	___
4. Other? (specify) _____	___	___	___	___
I. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Home Involvement in Schooling?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs	___	___	___	___
3. Other? (specify) _____	___	___	___	___
J. Which of the following topics are covered in educating stakeholders?				
1. designing an inclusionary "Parent Center"	___	___	___	___
2. overcoming barriers to home involvement	___	___	___	___
3. developing group-led mutual support groups	___	___	___	___
4. available curriculum for parent education	___	___	___	___
5. teaching parents to be mentors and leaders at the school	___	___	___	___
6. other (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

K. Please indicate below any other ways that are used to enhance home involvement in schooling.

L. Please indicate below other things you want the school to do to enhance home involvement in schooling.

Community Outreach for Involvement and Support (including Volunteers)

The emphasis here is on outreaching to the community to build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to (a) public and private community agencies, universities, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations, and clubs. If a Familv/Parent/ Community Center facility has been established at the site, it can be a context for some of this activity. Anticipated outcomes include measures of enhanced community participation and student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

A. With respect to programs to recruit community involvement and support	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. From which of the following sources are participants recruited?				
a. public community agencies, organizations, and facilities	___	___	___	___
b. private community agencies, organizations, and facilities	___	___	___	___
c. business sector	___	___	___	___
d. professional organizations and groups	___	___	___	___
e. volunteer service programs, organizations, and clubs	___	___	___	___
f. universities and colleges	___	___	___	___
g. other (specify) _____	___	___	___	___
2. Indicate current types of community involvement at the school				
a. mentoring for students families	___	___	___	___
b. volunteer functions	___	___	___	___
c. a community resource pool that provides expertise as requested, such as				
artists	___	___	___	___
musicians	___	___	___	___
librarians	___	___	___	___
health and safety programs	___	___	___	___
other (specify) _____	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

	Yes	Yes but more of this is needed	No	If no, is this something you want
d. formal agency and program linkages that result in community				
health and social services providers coming to the site	___	___	___	___
after school programs coming to the site services and	___	___	___	___
programs providing direct access to referrals from the site	___	___	___	___
other (specify) _____	___	___	___	___
e. formal partnership arrangements that involve community agents in				
school governance	___	___	___	___
advocacy for the school	___	___	___	___
advisory functions	___	___	___	___
program planning	___	___	___	___
fund raising	___	___	___	___
sponsoring activity (e.g., adopt-a-school partners)	___	___	___	___
creating awards and incentives	___	___	___	___
creating jobs	___	___	___	___
other (specify) _____	___	___	___	___

B. With specific respect to volunteers

1. What types of volunteers are used at the site?

a. nonprofessionals				
parents	___	___	___	___
college students	___	___	___	___
senior citizens	___	___	___	___
business people	___	___	___	___
peer and cross age tutors	___	___	___	___
peer and cross age counselors	___	___	___	___
paraprofessionals	___	___	___	___
b. professionals-in-training (specify)_____	___	___	___	___
c. professionals (pro bono) (specify)_____	___	___	___	___
d. other (specify) _____	___	___	___	___

2. Who do volunteers assist?

a. administrators	___	___	___	___
b. assist teachers	___	___	___	___
c. assist other staff	___	___	___	___
d. others (specify) _____	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

3. In which of the following ways do volunteers participate?	Yes	Yes but more of this is needed	No	If no, is this something you want?
a. providing general classroom assistance	___	___	___	___
b. assisting with targeted students	___	___	___	___
c. assisting after school	___	___	___	___
d. providing special tutoring	___	___	___	___
e. helping students with attention problems	___	___	___	___
f. helping with bilingual students	___	___	___	___
g. helping address other diversity matters	___	___	___	___
h helping in the cafeteria	___	___	___	___
i. helping in the library	___	___	___	___
j. helping in computer lab	___	___	___	___
k. helping on class trips	___	___	___	___
l. helping with homework helplines	___	___	___	___
m. working in the front office	___	___	___	___
n. helping welcome visitors	___	___	___	___
o. helping welcome new enrollees and their families	___	___	___	___
p. phoning home about absences	___	___	___	___
q. outreaching to the home	___	___	___	___
r. acting as mentors or advocates for students, families, staff	___	___	___	___
s. assisting with school up-keep and beautification efforts	___	___	___	___
t. helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
u. other (specify) _____	___	___	___	___
4. Are there systems and programs specifically designed to				
a. recruit -volunteers?	___	___	___	___
b. train volunteers?	___	___	___	___
c. screen volunteers?	___	___	___	___
d. maintain volunteers?	___	___	___	___
C. Which of the following are used to enhance school involvement of hard to involve students and families (including truants and dropouts and families who have little regular contact with the school)?				
1. home visits to assess and plan ways to overcome barriers to				
a. student attendance	___	___	___	___
b. family involvement in schooling	___	___	___	___
2. support networks connecting hard to involve				
a. students with peers and mentors	___	___	___	___
b. families with peers and mentors	___	___	___	___
3. special incentives for				
a. students	___	___	___	___
b. families	___	___	___	___
4. Other (specify) _____	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

	Yes	Yes but more of this is needed	No	If no, is this something you want
D. Which of the following are used to enhance community-school connections and sense of community?				
1. orientations and open houses for				
a. newly arriving students	___	___	___	___
b. newly arriving families	___	___	___	___
c. new staff	___	___	___	___
2. student performances for the community	___	___	___	___
3. school sponsored				
a. cultural and sports events for the community	___	___	___	___
b. community festivals and celebrations	___	___	___	___
c. topical workshops and discussion groups	___	___	___	___
d. health fairs	___	___	___	___
e. family preservation fairs	___	___	___	___
f. work fairs	___	___	___	___
4. Other? (specify) _____	___	___	___	___
E. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Community Outreach/Volunteer?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
F. Which of the following topics are covered in educating stakeholders?				
1. understanding the local community -- culture, needs, resources	___	___	___	___
2. how to recruit, train, and retain volunteers				
a. in general	___	___	___	___
b. for special roles	___	___	___	___
3. how to move toward collaborations with community resources	___	___	___	___
4. how to outreach to hard-to-involve students and families	___	___	___	___
5. other (specify) _____	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

G. Please indicate below any other ways that are used with respect to community outreach/ volunteer programs.

_____ _____
_____ _____
_____ _____
_____ _____

H. Please indicate below other things you want the school to do with respect to community outreach/volunteer programs.

_____ _____
_____ _____
_____ _____
_____ _____

Resource Aid B

School-Community Partnerships: Self-Study Surveys

Formal efforts to create school-community partnerships to improve school and neighborhood, involve building formal relationships to connect resources involved in preK-12 schooling and resources in the community (including formal and informal organizations such as the home, agencies involved in providing health and human services, religion, policing, justice, economic development; fostering youth development, recreation, and enrichment; as well as businesses, unions, governance bodies, and institutions of higher education).

As you work toward enhancing such partnerships, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work together*
- *what procedures are in place for enhancing resource usefulness*

The following set of surveys are designed as self-study instruments related to school-community partnerships. Stakeholders can use such surveys to map and analyze the current status of their efforts.

This type of self-study is best done by teams. For example, a group of stakeholders could use the items to discuss how well specific processes and programs are functioning and what's not being done. Members of the team initially might work separately in filling out the items, but the real payoff comes from discussing them as a group. The instrument also can be used as a form of program quality review.

In analyzing the status of their school-community partnerships, the group may decide that some existing activity is not a high priority and that the resources should be redeployed to help establish more important programs. Other activity may be seen as needing to be embellished so that it is effective. Finally, decisions may be made regarding new desired activities, and since not everything can be added at once, priorities and timelines can be established.

Survey (self-study) --

Overview of Areas for School-Community Partnership

Indicate the status of partnerships between a given school or family of schools and community with respect to each of the following areas.

Please indicate all items that apply	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Improving the School (name of school(s): _____)				
1. the instructional component of schooling	___	___	___	___
2. the governance and management of schooling	___	___	___	___
3. financial support for schooling	___	___	___	___
4. school-based programs and services to address barriers to learning	___	___	___	___
B. Improving the Neighborhood (through enhancing linkages with the school, including use of school facilities and resources)				
1. youth development programs	___	___	___	___
2. youth and family recreation and enrichment opportunities	___	___	___	___
3. physical health services	___	___	___	___
4. mental health services	___	___	___	___
5. programs to address psychosocial problems	___	___	___	___
6. basic living needs services	___	___	___	___
7. work/career programs	___	___	___	___
8. social services	___	___	___	___
9. crime and juvenile justice programs	___	___	___	___
10. legal assistance	___	___	___	___
11. support for development of neighborhood organizations	___	___	___	___
12. economic development programs	___	___	___	___

Survey (self-study) – Overview of System Status for Enhancing School-Community Partnership

Items 1-7 ask about what processes are in place.
Use the following ratings in responding to these items.

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized (well established with a commitment to maintenance)

1. Is there a stated policy for enhancing school-community partnerships (e.g., from the school, community agencies, government bodies)? DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing school-community partnerships? DK 1 2 3 4 5

3. With respect to each entity involved in the school-community partnerships have specific persons been designated as representatives to meet with each other? DK 1 2 3 4 5

4. Do personnel involved in enhancing school-community partnerships meet regularly as a team to evaluate current status and plan next steps? DK 1 2 3 4 5

5. Is there a written plan for capacity building related to enhancing the school-community partnerships? DK 1 2 3 4 5

6. Are there written descriptions available to give all stakeholders regarding current school-community partnerships DK 1 2 3 4 5

7. Are there effective processes by which stakeholders learn

   (a) what is available in the way of programs/services? DK 1 2 3 4 5

   (b) how to access programs/services they need? DK 1 2 3 4 5

Survey (self-study) -- Overview of System Status for Enhancing School-Community Partnership (cont.)

Items 8- 9 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

DK = don't know
1 = hardly ever effective
2 = effective about 25 % of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective

8. In general, how effective are your local efforts to enhance school-community partnerships? DK 1 2 3 4 5

9. With respect to enhancing school-community partnerships, how effective are each of the following:

(a) current policy DK 1 2 3 4 5

(b) designated leadership DK 1 2 3 4 5

(c) designated representatives DK 1 2 3 4 5

(d) team monitoring and planning of next steps DK 1 2 3 4 5

(e) capacity building efforts DK 1 2 3 4 5

List Current School-Community Partnerships

For improving the school

For improving the neighborhood (though enhancing links with the school, including use of school facilities and resources)

Survey (self-study) –

School-Community Partnerships to Improve the School

Indicate the status of partnerships between a given school or family of schools and community with respect to each of the following:

Please indicate all items that apply **(name of school(s): _____)**	Yes	Yes but more of this is needed	No	If no, is this something you want?
Partnerships to improve				
1. the instructional component of schooling				
a. kindergarten readiness programs	___	___	___	___
b. tutoring	___	___	___	___
c. mentoring	___	___	___	___
d. school reform initiatives	___	___	___	___
e. homework hotlines	___	___	___	___
f. media/technology	___	___	___	___
g. career academy programs	___	___	___	___
h. adult education, ESL, literacy, citizenship classes	___	___	___	___
i. other _____	___	___	___	___
2. the governance and management of schooling				
a. PTA/PTSA	___	___	___	___
b. shared leadership	___	___	___	___
c. advisory bodies	___	___	___	___
d. other _____	___	___	___	___
3. financial support for schooling				
a. adopt-a-school	___	___	___	___
b. grant programs and funded projects	___	___	___	___
c. donations/fund raising	___	___	___	___
d. other_____	___	___	___	___
4. school-based programs and services to address barriers to learning*				
a. student and family assistance programs/services	___	___	___	___
b. transition programs	___	___	___	___
c. crisis response and prevention programs	___	___	___	___
d. home involvement programs	___	___	___	___
e. pre and inservice staff development programs	___	___	___	___
f. other_____	___	___	___	___

*The Center for Mental Health in Schools at UCLA has a set of surveys for in-depth self-study of efforts to improve a school's ability to address barriers to learning and teaching.

Survey (self-study) --

School-Community Partnerships to Improve the Neighborhood

Indicate the status of partnerships between a given school or family of schools and community with respect to each of the following:

Please indicate all items that apply **(name of school(s): _____ _____)**	Yes	Yes but more of this is needed	No	If no, is this something you want?
Partnerships to improve				
1. youth development programs				
a. home visitation programs	___	___	___	___
b. parent education	___	___	___	___
c. infant and toddler programs	___	___	___	___
d. child care/children's centers/preschool programs	___	___	___	___
e. community service programs	___	___	___	___
f. public health and safety programs	___	___	___	___
g. leadership development programs	___	___	___	___
h. other _____	___	___	___	___
2. youth and family recreation and enrichment opportunities				
a. art/music/cultural programs	___	___	___	___
b. parks' programs	___	___	___	___
c. youth clubs	___	___	___	___
d. scouts	___	___	___	___
e. youth sports leagues	___	___	___	___
f. community centers	___	___	___	___
g. library programs	___	___	___	___
h. faith community's activities	___	___	___	___
i. camping programs	___	___	___	___
j. other _____	___	___	___	___
3. physical health services				
a. school-based/linked clinics for primary care	___	___	___	___
b. immunization clinics	___	___	___	___
c. communicable disease control programs	___	___	___	___
d. CHDP/EPSDT programs	___	___	___	___
e. pro bono/volunteer programs	___	___	___	___
f. AIDS/HIV programs	___	___	___	___
g. asthma programs	___	___	___	___
h. pregnant and parenting minors programs	___	___	___	___
i. dental services	___	___	___	___
j. vision and hearing services	___	___	___	___
k. referral facilitation	___	___	___	___
l. emergency care	___	___	___	___
m. other_____	___	___	___	___

4. mental health services

a. school-based/linked clinics w/ mental health component	___	___	___	___
b. EPSDT mental health focus	___	___	___	___
c. pro bono/volunteer programs	___	___	___	___
d. referral facilitation	___	___	___	___
e. counseling	___	___	___	___
f. crisis hotlines	___	___	___	___
g. other_____	___	___	___	___

5. programs to address psychosocial problems

a. conflict mediation/resolution	___	___	___	___
b. substance abuse	___	___	___	___
c. community/school safe havens	___	___	___	___
d. safe passages	___	___	___	___
e. youth violence prevention	___	___	___	___
f. gang alternatives	___	___	___	___
g. pregnancy prevention and counseling	___	___	___	___
h. case management of programs for high risk youth	___	___	___	___
i. child abuse and domestic violence programs	___	___	___	___
j. other _____	___	___	___	___

6. basic living needs services

a. food	___	___	___	___
b. clothing	___	___	___	___
c. housing	___	___	___	___
d. transportation assistance	___	___	___	___
e. other _____	___	___	___	___

7. work/career programs

a. job mentoring	___	___	___	___
b. job programs and employment opportunities	___	___	___	___
c. other_____	___	___	___	___

8. social services

a. school-based/linked family resource centers	___	___	___	___
b. integrated services initiatives	___	___	___	___
c. budgeting/financial management counseling	___	___	___	___
d. family preservation and support	___	___	___	___
e. foster care school transition programs	___	___	___	___
f. case management	___	___	___	___
g. immigration and cultural transition assistance	___	___	___	___
h. language translation	___	___	___	___
i. other_____	___	___	___	___

9. crime and juvenile justice programs

a. camp returnee programs	___	___	___	___
b. children's court liaison	___	___	___	___
c. truancy mediation	___	___	___	___
d. juvenile diversion programs with school	___	___	___	___
e. probation services at school	___	___	___	___
f. police protection programs	___	___	___	___
g. other _____	___	___	___	___

10. legal assistance

a. legal aide programs					
b. other _____					

11. support for development of neighborhood organizations

a. neighborhood protective associations					
b. emergency response planning and implementation					
c. neighborhood coalitions and advocacy groups					
d. volunteer services					
e. welcoming clubs					
f. social support networks					
g. other_____					

12. economic development programs

a. empowerment zones.					
b. urban village programs					
c. other_____					

Who in the Community Might "Partner" with Schools?

Formal efforts to create school-community partnerships to improve school and neighborhood, involve building formal relationships to connect resources involved in preK-12 schooling and resources in the community (including formal and informal organizations such as those listed below).

Partnerships may be established to connect and enhance programs by increasing availability and access and filling gaps. The partnership may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; donations; volunteer assistance; pro bono services, mentoring, and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internships, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

County Agencies and Bodies
(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies
(e.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups
(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups
(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students
(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

Service Agencies
(e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service Clubs and Philanthropic Organizations
(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups
(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, KYDS, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups
(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

Community Based Organizations
(e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith Community Institutions
(e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal Assistance Groups
(e.g., Public Counsel, schools of law)

Ethnic Associations
(e.g., Committee for Armenian Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations)

Special Interest Associations and Clubs
(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists and Cultural Institutions
(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

Businesses/Corporations/Unions
(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school unions)

Media
(e.g., newspapers, TV & radio, local assess cable)

Family Members, Local Residents, Senior Citizens Groups

Resource Aid C

Benchmarks for Monitoring and Reviewing Restructuring Progress

The checklist on the following pages is designed as an aid those involved in the process of restructuring Support Services.

The focus of this tool is on tasks related to

- organizing at a site
- establishing coordination among multiple sites in the same locale.

This tool was developed as a formative evaluation instrument for use by Organization Facilitators and/or other change agents. It is a useful way to focus problem solving discussion and planning about next steps.

Checklist of Benchmarks: Restructuring Support Services

Site Name:	Date started	Date Completed if applies	Current Status
I. CREATING READINESS			
Initial contact made			
Indication of interest in establishing a component to address barriers to learning as a primary reform.			
Initial meeting with site leaders.			
Negotiation of policy commitment and conditions for engagement. (e.g., Component adopted as a primary and essential component -- on a par with the Instructional and Management Components)			
Identification of a site leader (equivalent to the leader for the Instructional Component). Name: Position:			
Identification of other leaders for the Component to address barriers to student learning. Name: Position:			
Distribution of *teacher* survey regarding attitudes about restructuring.			
Distribution of *administrator* survey regarding attitudes about restructuring.			

Site Name:	Date started	Date Completed if applies	Current Status
II. INITIAL IMPLEMENTATION: Start-Up and Phase-in			
Establishment of Temporary Mechanisms to facilitate development of the Component Steering Group members identified Name: Position:			
Change Team members identified Name: Position:			
Leadership training for all who will be taking a lead in developing the Component.			
Development of phase-in plan.			
RESOURCE COORDINATING TEAM			
Identification of team members.			
Recruitment of team members. Name: Position:			
Initial team meeting.			
Training for team.			

Site Name:	Date started	Date Completed if applies	Current Status
MAPPING AND ANALYSIS OF EXISTING RESOURCES			
Mapping.			
Analysis (of needs, efficacy, coordination).			
Setting of priorities for enhancing activity to address barriers to learning.			
Poster chart listing existing programs.			
Resource list development, circulation (to all staff), and posting (e.g., on a bulletin board) -- list all existing programs, services, and resources.			
INITIAL ENHANCEMENT OF SYSTEMS AND ACTIVITY RELATED TO ADDRESSING BARRIERS TO STUDENT LEARNING			
Analyze, improve, document, and circulate information on how to use current systems for Referral for Emergency Help-Major Services Triage Case Management Crisis Response (e.g., Crisis Team) (e.g., clarify steps, develop Flow charts, written descriptions, train personnel, etc.).			
Training for existing teams. Crisis Team Student and Family Assistance Team (e.g., revamp team(s) that receives referrals) Other (specify)			
DEVELOPMENT OF TEAMS FOR PROGRAM AREAS (e.g., clusters/areas of enabling activity)			
Establishment of Area Teams. Specify Areas:			

Site Name:	Date started	Date Completed if applies	Current Status
Training of Area Teams. Specify Areas:			
Area teams updating of mapping and analysis of resources. Specify Areas:			
Each program team formulates priority for enhancing activity in own area. Specify Areas:			
Priorities evaluated and ranked by Resource Coordinating Team and plans formulated for pursuing top priorities.			
If relevant, plans formulated to establish a Family and/or Parent Center.			
COMPONENT VISIBILITY, COMMUNICATION, AND PROBLEM SOLVING			
Steps taken to enhance visibility. (specify)			
Effective *communication mechanisms* in operation.			
Effective *problem solving mechanisms* in operation.			

Site Name:	Date started	Date Completed if applies	Current Status
OUTREACH			
To other resources in the district. (specify)			
To other schools in locale. (specify)			
To community programs and agencies. (specify)			
SYSTEM FOR QUALITY IMPROVEMENT			
Decisions about indicators to be used.			
Members recruited for Quality Improvement Team. Name: Position:			
Training of Quality Improvement Team			
Initial Quality Improvement recommendations: Made. Acted upon.			
III. INSTITUTIONALIZATION: (Maintenance and Evolution) & IV. PLANS FOR ONGOING EVOLUTION			
Indications of planning for maintenance. (specify)			
Strategies in use for maintaining momentum/progress. (List most prominent examples)			
Strategies in use for generating renewal. (List most prominent examples)			

Multischool Coordinating Council

Names of "Family" of Schools:	Date started	Date Completed if applies	Current Status
Mapping/charting of pupil service and resource personnel at each site. (Done with site administrator).			
Meetings with groups of pupil service and resource personnel to explain reforms that are underway. (Briefly indicate groups and numbers who attended -- psychologists, nurses, counselors, social workers, coordinators, special educ., administrators.)			
Recruit members for an at-large Steering Group to guide development of the Component throughout the family of schools and to help organize a multisite Resource Coordinating Council.			
Identification of (2) members from each site to represent their site on the multisite Council. Name: Position:			
Arrange initial meeting to inform potential members about the Council's purposes.			
Provide facilitation and training for the Council.			
Council meets to begin sharing information from each site's mapping and analysis of resources.			
Council develops a plan to enhance activity to address barriers to student learning by collaborating, sharing, coordinating, integrating, resources throughout the family of schools.			

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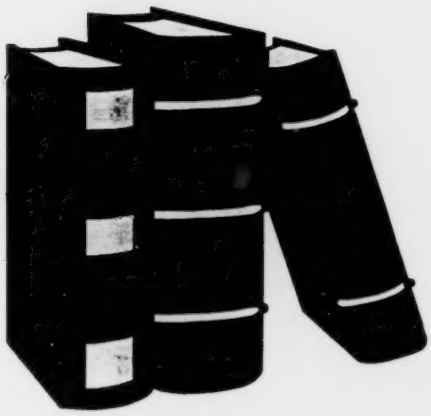

. . . and a List of Other Resources Available from Our Center that have Relevance for Addressing Barriers to Learning

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UCLA Center for Mental Health in Schools

SPECIAL RESOURCES DEVELOPED BY THE CENTER

(Updated 1/2000)

The mission of the Center is to improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.

Under the auspices of the School Mental Health Project in the Department of Psychology, our Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

If any of the following interests you, see order form and call, write, fax, E-mail or send a carrier pigeon.

I. Introductory Packets

We are developing overview packets on key topics. Each has overview discussions, descriptions of model programs (where appropriate), references to publications, access information to other relevant centers, agencies, organizations, advocacy groups, and Internet links, and a list of consultation cadre members ready to share expertise. Currently available are packets on:

A. System Concerns

1. **Financial Strategies to Aid in Addressing Barriers to Learning** (updated 4/98)

   Designed as an aid in conceptualizing financing efforts, identifying sources, and understanding strategies related to needed reforms. *(Also available through our website *)*

2. **Evaluation and Accountability: Getting Credit for All You Do!** (2/96)

   Emphasizes evaluation as a tool to improve quality and to document outcomes. Focuses on measuring impact on students, families and communities, and programs and systems.
   *(Also available through our website *)*

3. **Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections** (4/97)

   Discusses the processes and problems related to working together at school sites and in school-based centers. Outlines models of collaborative school-based teams and interprofessional education programs.
   *(Also available through our website *)*

B. Program/Process Concerns

1. **Violence Prevention and Safe Schools** (updated 9/98)

   Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Emphasizes both policy and practice.

2. **Least Intervention Needed: Toward Appropriate *Inclusion* of Students with Special Needs** (updated 9/98)

   Highlights the principle of *least intervention needed* and its relationship to the concept of *least restrictive environment*. From this perspective, approaches for including students with disabilities in regular programs are described.

3. **Parent and Home Involvement in Schools** (3/96)

Provides an overview of how home involvement is conceptualized and outlines current models and basic resources. Issues of special interest to under-served families are addressed.

4. **Confidentiality and Informed Consent** (11/96)

Focuses on issues related to confidentiality and consent of minors in human services and interagency collaborations. Also includes sample consent forms. *(Also available through our website *)*

5. **Understanding and Minimizing Staff Burnout** (11/96)

Addresses various sources and issues of burnout and compassion fatigue among school staff and mental health professionals. Also identifies ways to reduce environmental stressors, increase personal capability, and enhance social support to prevent burnout. *(Also available through our website *)*

6. **Assessing to Address Barriers to Learning** (1/97)

Discusses basic principles, concepts, issues, and concerns related to assessment of various barriers to student learning. It also includes resource aids on procedures and instruments to measure psychosocial, as well as environmental barriers to learning. *(Also available through our website *)*

7. **Cultural Concerns in Addressing Barriers to Learning** (1/97)

Highlights concepts, issues and implications of multiculturalism/cultural competence in the delivery of educational and mental health services, as well as for staff development and system change. This packet also includes resource aids on how to better address cultural and racial diversity in serving children and adolescents. *(Also available through our website *)*

C. Psychosocial Problems

1. **Dropout Prevention** (7/96)

Highlights intervention recommendations and model programs, as well as discussing the motivational underpinnings of the problem. *(Also available through our website *)*

2. **Learning Problems and Learning Disabilities** (updated 9/98)

Identifies learning disabilities as one highly circumscribed group of learning problems, and outlines approaches to address the full range of problems. *(Also available through our website *)*

3. **Teen Pregnancy Prevention and Support** (updated 9/98)

Covers model programs and resources and offers an overview framework for devising policy and practice. *(Also available through our website *)*

4. **Attention Problems: Intervention and Resources** (1/99)

This packet serves as a starting point for increasing awareness of assessment and treatment of attention problems. Included are excerpts from a variety of sources, including government fact sheets and the classification scheme developed by the American Pediatric Association. "Symptoms" are discussed in terms of degree of severity and appropriate forms of intervention- ranging from environmental accommodations to behavior management to medication.

5. **Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth** (2/99)

   This packet presents a discussion framed within the classification scheme developed by the American Pediatric Association. The variations in degree of problem are discussed with respect to intervention that range from environmental accommodations to behavioral strategies to medication.

6. **Social and Interpersonal Problems Related to School Aged Youth** (2/99)

   This packet synthesizes fundamental social and interpersonal areas of competence and related problems. The range of interventions discussed stress the importance of accommodations, as well as strategies designed to change the individual. References, resources, and cadre members are also listed.

7. **Affect and Mood Problems Related to School Aged Youth** (3/99)

   In providing an introduction to affect and mood problems, a discussion framed within the classification scheme developed by the American Pediatric Association is offered. Included is information on the symptoms and severity of a variety of affect and mood problems, as well as information on interventions -- ranging from environmental accommodations to behavior management to medication.

8. **Conduct and Behavior Problems in School Aged Youth** (4/99)

   In this introductory packet, the range of conduct and behavior problems are described using fact sheets and the classification scheme from the American Pediatric Association. Differences in intervention needed are discusses with respect to variations in the degree of problems manifested and include exploration of environmental accommodations, behavioral; strategies, and medication. Also provided is a set of references for further study and, as additional resources, agencies and websites are listed that focus on these concerns.

II. Resource Aid Packets

These are designed to complement our series of Introductory Packets. They are a form of *tool kit* for fairly circumscribed areas of practice. They contain materials to guide and assist with staff training and student/family interventions -- including overviews, outlines, checklists, instruments, and other resources that can be reproduced and used as information handouts and aids for training and practice.

A. Screening/Assessing Students: Indicators and Tools (11/96)

Designed to provide some resources relevant to screening students experiencing problems. In particular, this packet includes a perspective for understanding the screening process and aids for initial problem identification and screening of several major psychosocial problems. *(Also available through our website *)*

B. Responding to Crisis at a School (12/96)

Provides a set of guides and handouts for use in crisis planning and as aids for training staff to respond effectively. Contains materials to guide the organization and initial training of a school-based crisis team, as well as materials for use in ongoing training and as information handouts for staff, students, and parents. *(Also available through our website *)*

C. Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs (updated 8/98)

Surveys are provided covering six program areas and related system needs that constitute a comprehensive, integrated approach to addressing barriers and thus enabling learning. The six program areas are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). *(Also available through our website *)*

D. Students and Psychotropic Medication: The School's Role (12/96)

Underscores the need to work with prescribers in ways that safeguard the student and the school. Contains aids related to safeguards and for providing the student, family, and staff with appropriate information on the effects and monitoring of various psychopharmacological drugs used to treat child and adolescent psycho-behavioral problems. *(Also available through our website *)*

E. Substance Abuse (1/97)

Offers some guides to provide schools with basic information on widely abused drugs and indicators of substance abuse. Includes some assessment tools and reference to prevention resources. *(Also available through our website *)*

F. Clearinghouse *Catalogue* (12/96)

Our Clearinghouse contains a variety of resources relevant to the topic of mental health in schools. This annotated catalogue classifies these materials, protocols, aids, program descriptions, reports, abstracts of articles, information on other centers, etc. under three main categories: policy and system concerns, program and process concerns, and specific psychosocial problems. (Updated regularly)*(Also available through our website *)*

G. Consultation Cadre *Catalogue* (12/96)

Provides information for accessing a large network of colleagues with relevant experiences related to addressing barriers to student learning and mental health in schools. These individuals have agreed to share their expertise without charging a fee. The catalogue includes professionals indicating expertise related to major system and policy concerns, a variety of program and process issues, and almost every type of psychosocial problem. (Updated regularly) *(Also available through our website *)*

H. *Catalogue* of Internet Sites Relevant to Mental Health in Schools (updated 9/98)

Contains a compilation of internet resources and links related to addressing barriers to student learning and mental health in schools. (Updated regularly) *(Also available through our website *)*

I. Organizations with Resources Relevant to Addressing Barriers to Learning: A *Catalogue* of Clearinghouses, Technical Assistance Centers, and Other Agencies (updated 8/98)

Categorizes and provides contact information on organizations focusing on children's mental health, education and schools, school-based and school-linked centers, and general concerns related to youth and other health related matters. (Updated regularly) *(Also available through our website *)*

J. Where to Get Resource Materials to Address Barriers to Learning (3/97)

Offers school staff and parents a listing of centers, organizations, groups, and publishers that provide resource materials such as publications, brochures, fact sheets, audiovisual & multimedia tools on different mental health problems and issues in school settings.
(An overview of this resource is available through our website ✱.)

K. Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List (8/98)

Provides resources to updated statistical information on a broad range of topics on youth, mental health, education, etc.

III. Technical Aid Packets

These are designed to provide basic understanding of specific practices and tools.

A. *School-Based Client Consultation, Referral, and Management of Care* (1/97)

Discusses why it is important to approach student clients as consumers and to think in terms of managing *care*, not *cases*. Outlines processes related to problem identification, triage, assessment and client consultation, referral, and management of care. Provides discussion of prereferral intervention and referral as a multifaceted intervention. Clarifies the nature of ongoing management of care and the necessity of establishing mechanisms to enhance systems of care. Examples of tools to aid in all these processes are included. *(Also available through our website ✱)*

B. *School-Based Mutual Support Groups (For Parents, Staff, and Older Student)* (8/97)

This aid focuses on steps and-tasks related to establishing mutual support groups in a school setting. A sequential approach is described that involves (1) working within the school to get started, (2) recruiting members, (3) training them on how to run their own meetings, and (4) offering off-site consultation as requested. The specific focus here is on parents; however, the procedures are readily adaptable for use with others, such as older students and staff. *(Also available through our website ✱)*

C. *Volunteers to Help Teachers and School Address Barriers to Learning* (9/97)

Outlines (a) the diverse ways schools can think about using volunteers and discusses how volunteers can be trained to assist designated youngsters who need support, (b) steps for implementing volunteer programs in schools, (c) recruitment and training procedures and (d) key points to consider in evaluating volunteer programs. The packet also includes resource aids and model programs. *(Also available through our website ✱)*

D. *Welcoming and Involving New Students and Families* (10/97)

Offers guidelines, strategies, and resource aids for planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families in schools. Programs include home involvement, social supports, and maintaining involvement. *(Also available through our website ✱)*

E. *Guiding Parents in Helping Children Learn* (11/97)

Specially designed for use by professionals who work with parents and other nonprofessionals, this aid consists of a "booklet" to help nonprofessionals understand what is involved in helping children learn. It also contains information about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children's learning and performance. Finally, it includes additional resources such as guides and basic information parents can use to enhance children's learning outcome. *(Also available through our website ✱)*

IV. Technical Assistance Samplers

These samplers provide basic information for accessing a variety of resources on *a specific topic* such as agencies, organizations, websites, individuals with expertise, relevant programs, and library resources.

A. ***Evaluation and Accountability Related to Mental Health in Schools*** (12/97)

Includes information on diverse resources dealing with issues that arise in relation to evaluation and accountability for mental health services in schools (e.g., such topics as conceptual models, cost analysis, methodology, outcome measures, quality indicators, evaluation guidelines and standards). *(Also available through our website *)*

B. ***Thinking About and Accessing Policy Related to Addressing Barriers to Learning*** (2/98)

Information on various resources discussing policies and initiatives relevant to addressing barriers to learning (e.g., general perspectives, conceptual models and state initiatives, issues and implications pertinent to policy making for educational reforms, improving educational standards/learning outcomes).*(Also available through our website *)*

C. ***Behavioral Initiatives in Broad Perspective*** (5/98)

Covers information on a variety of resources focusing on behavioral initiatives to address barriers to learning (e.g., state documents, behavior and school discipline, behavioral assessments, model programs on behavioral initiatives across the country, school wide programs, behavioral initiative assessment instruments, assessing resources for school-wide approaches). *(Also available through our website *)*

D. ***School-Based Health Centers*** (7/98)

Includes information on a wide range of issues dealing with school-based health centers (e.g., general references, facts & statistics, funding, state & national documents, guides, reports, model programs across the country). *(Also available through our website *)*

E. ***Protective Factors (Resiliency)*** *(4/99)*

Contains a sample of diverse resources and links to other resources and information. Topics include: (1) Protective Factors and Resistance to Psychiatric Disorder; (2) Fostering Resiliency; and (3) Intervening in the School, Home, and Community. Approaches the topic of fostering resilience as an inside-out, deep structure process of changing our own belief systems to see resources and not problems in youth, their families, and their cultures. Fostering resilience also is seen as requiring a focus on policy. *(Also available through our website *)*

F. ***School Interventions to Prevent Youth Suicide*** *(10/99)*

Provides basic statistical info on the problem and gives overviews on the topics of assessing suicide risk, prevention activities, and aftermath assistance. Lists key references and major websites.*(Also available through our website *)*

G. ***Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*** *(11/99)*

In this results-oriented era, it is essential to be able to reference programs that report positive findings. This document provides information on outcomes from a sample of almost 200 programs. Instead of simply providing a "laundry list", the programs are grouped using an enabling component framework of six basic areas that address barriers to learning and enhance healthy development: (1) enhancing classroom-based efforts to enable learning, (2) providing prescribed student and family assistance, (3) responding to and preventing crises, (4) supporting transitions, (5) increasing home involvement in schooling, and (6) outreaching for greater community involvement and support – including use of volunteers. *(Also available through our website *)*

H. ***Using Technology to Address Barriers to Learning*** *(1/2000)*

This sampler highlights a range of intervention activities that can benefit from advanced technological applications and some of the categories of tools that are available. *(Also available throught our website *)*

V. Guides to Practice -- Ideas into Practice for Comprehensive Integrated Approaches to Addressing Barriers

A. ***Mental Health and School-Based Health Centers*** (9/97)

This revised guidebook is virtually a completely new aid. The introductory overview focuses on where the mental health facets of school-based health centers (SBHCs) fit into the work of schools. This is followed by three modules. Module I addresses problems related to limited center resources (e.g., limited finances) and how to maximize resource use and effectiveness); Module II focuses on matters related to working with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling, prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Each module is organized into a set of units with many resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day SBHC operational focus on mental health and psychosocial concerns. A coda highlights ways to and benefits of weaving together all resources for addressing barriers to student learning into a comprehensive, integrated approach.

B. ***What Schools Can Do to Welcome and Meet the Needs of All Students and Families*** (12/97)

This guidebook offers program ideas and resource aids that can help address some major barriers that interfere with student learning and performance. Much of the focus is on early-age interventions; some is on primary prevention; some is on addressing problems as soon after onset. The guidebook includes the following: Schools as Caring, Learning Environments; Welcoming and Social Support: Toward a Sense of Community Throughout the School; Using Volunteers to Assist in Addressing School Adjustment Needs and Other Barriers to Learning; Home Involvement in Schooling; Connecting a Student with the Right Help; Understanding and Responding to Learning Problems and Learning Disabilities; Response to Students' Ongoing Psychosocial and Mental Health Needs; Program Reporting: Getting Credit for All You Do and; Toward a Comprehensive, Integrated Enabling Component.

C. ***Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment*** (1/99)

This five-part resource provides frameworks and strategies to guide schools as they encounter common psychosocial problems including five of the most common "syndromes" students manifest and schools agonize over. These are attention problems, conduct and behavior problems, anxiety problems, affect and mood problems, and social and interpersonal problems. It also explores ways to increase a school's capacity to prevent and ameliorate problems. *It is designed as a desk reference aid.*

D. New Directions in Enhancing Educational Results:
Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning (1/99)

The purpose of this guidebook is to (a) clarify why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and services and (b) offer some guidance on how to go about doing so. It is divided into two major sections. The first deals with the question: Why restructure support services? In addition to discussing the need, ideas for new directions are outlined. The emphasis is on reframing how schools' think about addressing barriers to learning with a view to systemic reforms aimed at establishing comprehensive, multifaced approaches. The second section discusses how to go about the process of restructuring so that such approaches are developed effectively. The guide also includes several appendices to expand on key matters and a section containing some tools to aid those who undertake the proposed reforms.

E. Guides for the Enabling Component -- Addressing Barriers to Learning and Enhancing Healthy Development

Both the following resources discuss what an enabling component is and provides details and resource aids for organizing the component at a school site by weaving together school and community resources.

1. *Getting from Here to There: A Guidebook for the Enabling Component* (10/97). This is the **unabridged** guide. In six parts, it contains information on how to organize and maintain an enabling component and includes reference to key resources.
2. *A Guide to the Enabling Component* -- **abridged version** -- as included in the Learning Center Model (one of the New American School Models) (11/96)

F. School-Community Partnerships: A Guide (4/99)

This document was developed with three objectives in mind: to enhance understanding of the concept of school-community partnerships; to convey a sense of the state of the art in a way that would underscore directions for advancing the field; to provide some tools for those interested in developing and improving the ways schools and communities work together in the best interests of young people and their families. The entire document is meant to be a toolkit. The material contained here can be drawn upon to develop a variety of resource aids.

VI. Continuing Education Modules

A. ***Addressing Barriers to Learning: New Directions for Mental Health in Schools*** (5/97)

Consists of three units to assist mental health practitioners in addressing psychosocial and mental health problems seen as barriers to students' learning and performance. Includes procedures and guidelines on issues such as initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality. *(Also available through our website *)*

B. ***Mental Health in Schools: New Roles for School Nurses*** (4/97)

The above three units (see item B) have been adapted specifically for school nurses. A subset of the nursing material will appear in video/manual self-study format produced by National Association of School Nurses with support of the Robert Wood Johnson Foundation and National Education Association. *(Also available through our website *)*

C. ***Classroom Focused Enabling*** (12/96)

Consists of guidelines, procedures, strategies, and tools designed to enhance classroom based efforts by increasing teacher effectiveness for preventing and managing problems in the classroom and helping address barriers to learning. Other units for this module are planned.

* *You may download the document through our website at:* ***http://smhp.psych.ucla.edu/***

VII. Special Reports

A. Policy Reports

1) *Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions* (October 1996)

Based on a series of three regional meetings held by the Center, this report highlights the matters discussed, analysis and recommendations for next steps related to evolving a unifying policy framework for addressing barriers to learning and promoting healthy development. *(Also available through our website *)*

2) *Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice* (September 1997)

Based on a national summit held by the Center, this report distills and analyzes work done at the summit and integrates the consensus with other sources of data. The point is to clarify the status and implications of prevailing reform and restructuring initiatives with specific respect to addressing barriers to student learning and enhancing healthy development. *(Also available through our website *)*

3) *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning* (Sept. 1998)

Discusses how school boards can take another critical step in reforming and restructuring school. Explores the need to build an enhanced focus on addressing barriers into a school board's committee structure and discusses lessons learned from a major district where the board has begun the process.

4) *Expanding Policy Leadership for Mental Health in Schools-Mini-summit Report* (July, 1999)

This document reports on key policy concerns discussed at the June 24th mini-summit held in Washington, D.C. and outlines some preliminary plans for expanding the pool of policy leaders focusing on mental health in schools.

5) *Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships* (Oct. 1999)

Discusses the need to restructure student support services and fully integrate them with school support; highlights the importance of weaving school and community resources together; discusses the need to rethink how school board's deal with these matters.

B. Report on MCHB Initiative for Mental Health in Schools

The Maternal and Child Health Bureau's Initiative for Mental Health in Schools (May 1998)

This report summarizes the proceedings of a summit on the Maternal and Child Health Bureau's Initiative for Mental Health in Schools held in Washington, DC on March 7th, 1998. The objectives of the summit were to review progress and lessons learned and to do some problem solving and planning for the future. The report includes brief description of the two National Centers and five State Projects, brief analysis of some key similarities and differences among the state projects, complementary activity of the two national centers, and the current status of the initiative with respect to immediate contributions, lessons learned, and future directions. *(Also available through our website)*

C. Policy Cohesion Report

Coalition for Cohesive Policy in Addressing Barriers to Development & Learning (May 1998)

As a follow-up to the 1997 National Summit on Closing Gaps in School/Community Policy and Practice, a policy-oriented coalition of organizations was created to generate mechanisms for the preparation and implementation of a strategic plan to foster policy integration and close policy gaps in addressing barriers to development, learning, and teaching. The report outlines the coalition's rationale, its current status, purpose and vision, current activities, and subsequent plans. *(Also available through our website *)*

New Reports from the Steering Committee for the"Coalition for Cohesive Policy in Addressing Barriers to Development and Learning" (May, 1999 & Oct., 1999).

These reports reflect our efforts to distill, analyze, and extrapolate work done at the Coalition's April, 1999 steering committee meetings and to integrate the consensus of what was explored with some frameworks to guide analyses of policy related to addressing barriers to development and learning *(Also available through our website *)*

VIII. Feature Articles from Our Newsletter *

A. *Mental Health in Schools: Emerging Trends* (Winter '96)

Presents an overview of the need to include a focus on mental health in schools as part of efforts to address barriers to student learning. Highlights emerging trends and implications for new roles for mental health professionals. Includes tables outlining the nature and scope of students' needs, the range of professionals involved, and the types of functions provided.

B. *School-Linked Services and Beyond* (Spring '96)

Discusses contributions of school-linked services and suggests it is time to think about more comprehensive models for promoting healthy development and addressing barriers to learning.

C. *Labeling Troubled and Troubling Youth: The Name Game* (Summer '96)

Underscores bias inherent in current diagnostic classifications for children and adolescents and offers a broad framework for labeling problems so that transactions between person and environment are not downplayed. Implications for addressing the full range of problems are discussed.

D. *Policies and Practices for Addressing Barriers to Student Learning: Current Status and New Directions* (Fall '96)

Summarizes the Center's policy report [*Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions (October1996).*]

E. *Comprehensive Approaches & Mental Health in Schools* (Winter '97)

Discusses the enabling component, a comprehensive, integrated approach that weaves six main areas into the fabric of the school to address barriers to learning and promote healthy development for *all* students.

F. ***Behavior Problems: What's a School to Do?*** (Spring '97)

Sheds light on the prevailing disciplinary practices in schools and their consequences for classroom management purposes. Beyond discipline and social skills training, the article underscores the need to look into the underlying motivational bases for students' misbehavior for intervention programs to take effect.

G. ***Addressing Barriers to Learning: Closing Gaps in Policy & Practice*** (Sum '97)

Sums up the Center Policy Report [*Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice* (September 1997).]

H. ***Easing the Impact of Student Mobility: Welcoming & Social Support*** (Fall '97)

Underscores the vital role of welcoming and social support in every school's transition programs to appropriately address barriers to learning. In the light of implementing interventions for welcoming and involving new students and families, the article discusses phases, key tasks, elements, and activities to ensure that proper mechanisms and processes are in place.

I. ***Accountability: Is it Becoming a Mantra?*** (Winter '98)

Discusses accountability and evaluation from the perspective of the society, the institution of schooling, and specific youngsters and families who are the direct focus of mental health and psychosocial interventions.

J. ***Enabling Learning in the Classroom: A Primary Mental Health Concern*** (Spring '98)

Highlights the importance of institutionalizing the *enabling component* in schools. Discusses how *classroom-focused enabling* (one of six clusters of programmatic activity) enhances the teacher's array of strategies for working with a wide range of individual differences (including learning and behavior problems) and creating a caring context for learning in the classroom.

K. ***Open Letter to the Secretary of Education, Richard Riley*** (Summer '98)

Focuses on the reauthorization of programs under the Elementary & Secondary Education Act (ESEA) and the Goals 2000: Educate America Act. Underscores that prevailing policy marginalizes efforts to address barriers to learning, development, and teaching. This marginalization undercuts efforts to improve student achievement.

L. ***Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning*** (Fall '98)

Discusses major issues and trends related to social promotion from both an educational and psychosocial perspective. Highlighting this is the need for appropriate support to enable *all* students to learn and *all* teachers to teach effectively.

M. ***School Community Partnerships from the School's Perspective*** (Winter '99)

Discusses issues related to school-community partnerships and collaborations. Recommendations to enhance school-community partnerships are offered with references for further reading.

N. ***Expanded School Reform*** (Spring, '99)

Highlights expanded school reform models being planned and/or implemented by the Memphis (TN) City Schools, the NewAmerican Schools' Urban Learning Center Model at Elizabeth Learning Center in Los Angeles, and the Central O'ahu (HI) District. The focus in each is on comprehensive, multifaceted, and integrated approaches to enable learning by addressing barriers that interfere with development, learning, and teaching.

O. ***Youth Suicide/Depression/Violence*** (Summer, '99)

A list of risk factors is presented along with some general guidelines for prevention.

P. ***Promoting Youth Development and Addressing Barriers*** (Fall, "99)

Discusses how current policies focus on structuring services to solve problems and too little on strengthening supports and opportunities to increase potential. A synthesis is presented of various sources related to (1) promoting development and learning and (2) addressing factors that can interfere with healthy development and appropriate learning.

IX. Selected Reprints Clarifying the Center's Approach to Mental Health in Schools

A. H. S. Adelman (1996). *Restructuring Education Support Services: Toward the Concept of an Enabling Component.* Kent, OH: American School Health Association.

B. L. Taylor & H. S. Adelman (1996). Mental health in the schools: Promising directions for practice. *Adolescent Medicine: State of the Art Reviews, 7*, 1-15.

C. H. S. Adelman (1995). Clinical psychology: Beyond psychopathology and clinical interventions. *Clinical Psychology: Science and Practice, 2*, 28-44.

D. H. S. Adelman (1996). Restructuring education support services and integrating community resources: Beyond the full service school model. *School Psychology Review, 25*, 431-445.

E. H. S. Adelman & L. Taylor (1997). System reform to address barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry, 67*(3), 408-421.

F. H. S. Adelman & L. Taylor (1997). Toward a scale-up model for replicating new approaches to schooling. *Journal of Educational and Psychological Consultation, 8*(2), 197-230.

G. H. S. Adelman, L. Taylor, B. Bradley, & K.D. Lewis (1997). Mental Health in Schools: Expanded Opportunities for School Nurses. *Journal of School Nursing, 13*(3), 6-12.

H. H. S. Adelman & L. Taylor (1998). Involving teachers in collaborative efforts to better address barriers to student learning. *Preventing School Failure, 42*(2), 55-60.

I. C. Lim & H. S. Adelman (1997). Establishing school-based collaborative teams to coordinate resources: A case study. *Social Work in Education, 19*(4), 266-277.

J. *Commentary: How school reform is failing to address barriers to learning* (7/98). Prepared by UCLA Center for Mental Health in Schools.

K. H. S. Adelman & L. Taylor (1998). *Beyond placement in the least restrictive environment: The concept of least intervention needed and the need for continuum of community-school programs/services.* (A prepared for a forum sponsored by the National Association of State Directors of Special Education.)

L. *Opening the Gates: Learning Supports at Elizabeth Learning Center --- A New American Schools Demonstration Site in the Los Angeles Unified School District.*

M. H. S. Adelman & L. Taylor (1998). Mental health in schools: Moving forward. *School Psychology Review, 27*(2), 175-190.

N. L. Taylor & H. S. Adelman (1998). *Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together.*

O. H. S. Adelman & L. Taylor (1998). Reframing mental health in schools and expanding school reform. *Educational Psychology, 33*(4), 135-152.

P. H. S. Adelman & L. Taylor (1999). Mental Health in Schools and System Restructuring. *Clinical Psychology Review, 19*(2), 137-163.

Q. L. Taylor & H.S. Adelman (1998). Confidentiality: Competing principles, inevitable dilemmas. *Journal of Educational and Psychological Consultation, 9*, 267-275.

R. H. S. Adelman, L. Taylor, M. Weist, S. Adelsheim, B. Freeman, L. Kapp, M. Lahti, & D. Mawn (1999). Mental health in schools: A federal initiative. *Children's Services: Social Policy, Research, and Practice 2*(2), 95-115.

S. L. Taylor & H.S. Adelman (1999). Personalizing Classroom Instruction to Account for Motivational and Developmental Differences. *Reading & Writing Quarterly, 15*(4), 255-276.

T. H.S. Adelman, L. Taylor, & M.V. Schnieder (1999). A School-Wide Component to Address Barriers to Learning. *Reading & Writing Quarterly, 15*(4), 277-302.

U. L. Taylor, P. Nelson, & H.S. Adelman (1999). Scaling-Up Reforms Across a School District. *Reading & Writing Quarterly, 15*(4), 303-326.

V. H.S. Adelman, C. Reyna, R. Collins, J. Onghai, & L. Taylor (1999). Fundamental Concerns About Policy for Addressing Barriers to Student Learning. *Reading & Writing Quarterly, 15*(4), 327-350.

Note: A small fee is charged to cover copying, mailing, and handling for most items. See our clearinghouse's order form.

For further information, you can contact the center at:

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The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA. Support comes in part from the Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.

U.S. Department of Health & Human Services
Public Health Service
HRSA
Health Resources & Services Administration
Maternal & Child Health Bureau
Office of Adolescent Health

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinhouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories:

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards

Programs and Process Concerns

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics

Psychosocial Problems

- Drug/alcohol abuse
- Depression/suicide
- Grief
- Dropout prevention
- Gangs
- School adjustment (including newcomer acculturation)
- Pregnancy prevention/support
- Eating problems (anorexia, bulimia)
- Physical/Sexual Abuse
- Neglect
- Gender and sexuality
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Reactions to chronic illness
- Learning, attention & behavior problems